
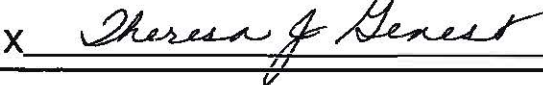


Attachment B**SIG GRANT--LEA Application FY 13****APPLICATION COVER SHEET****SCHOOL IMPROVEMENT GRANTS (SIG)**

Legal Name of Applicant: Roseville Community Schools	Applicant's Mailing Address: 18975 Church ST Roseville, MI 48066
LEA Contact for the School Improvement Grant Name: Mike LaFeve Position and Office: Assistant Superintendent of Instruction Contact's Mailing Address: 18975 Church ST Roseville, MI 48066 Telephone: 586.445.5508 Fax: 586.445.5813 Email address: mlafeve@roseville.k12.mi.us	
LEA School Superintendent/Director (Printed Name): John R. Kment	Telephone: 586.445.5505
Signature of the LEA School Superintendent/Director: X 	Date: 5/23/2014
LEA School LEA Board President (Printed Name): Theresa J. Genest	Telephone: 586.445.5505
Signature of the LEA Board President: X 	Date: 5/23/2014
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

District Roseville Community Schools
Name: Macomb Intermediate School District
ISD/RESA
Name:

District Code: 50-030
ISD Code: 030

FY 2013
School Improvement Grant - Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA that will implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- ☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- ☒ **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- ☐ **Turnaround Model:** Replace Principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- ☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Priority schools it will serve with a School Improvement Grant.

From the list of eligible schools (Attachment I), an LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school. Detailed descriptions of the requirements for each intervention are in Attachment II.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>INTERVENTION</u>			
		<u>Turnaround</u>	<u>Restart</u>	<u>Closure</u>	<u>Transformation</u>
John R. Kment Elementary School	01049				Transformation

Note: An LEA that has nine or more Priority schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

For each Priority school that the LEA commits to serve, the LEA must:

- 1. Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school.** *The LEA must analyze the needs of each Priority school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CNA.)* **Maximum length 1 page**

Roseville Community Schools' (RCS) current assessment system promotes the use of both longitudinal and multiple sources of data. It includes student achievement data from state (MEAP, MEAP Access and MI-Access) and local assessments (i.e., AIMSweb, Reading Mastery, Corrective Reading, Connecting Math Concepts, etc.), perceptions (e.g., parent, student, staff surveys, Comprehensive Needs Assessment, etc.), school processes (such as school schedule, academic calendar, School Process Rubrics, Title I Schoolwide Diagnostic, etc.), and student and staff demographics. This system of continuous school improvement was designed with stakeholder input and is evaluated annually (i.e., Transformation Redesign Diagnostic, teacher evaluations, principal evaluations, etc.). This system provides data that is disaggregated, timely, and accurate. Finally, RCS uses this system to determine student growth, the needs of its schools, and whether or not their Annual Measurable Objectives (AMOs) are being met.

Intervention Model Selection Process: RCS used Wellman and Lipton's research-based, three-phased Data-Driven Dialogue (DDD) process to analyze the needs of Kment Elementary School (KES) and the selection of the reform model. A District Support Team (DST), which consists of the President of the RCS Board of Education, Superintendent, Assistant Superintendent of Instruction, Director of Curriculum, several KES staff members, MISD School Improvement Facilitator, a district representative, and an MSU K-12 Outreach Intervention Specialist, participated in numerous DDDs. All stakeholders involved carefully reviewed student achievement, perceptions, processes and demographic data. The subsequent information below describes in further detail, the DDD process RCS used to analyze the needs of KES and how the intervention model was selected for the school:

Phase I (Activate and Engage) - DST agreed upon team norms, made predictions about what the metrics might show and uncovered the following assumptions:

- Misalignment of district curriculum to state standards and poor implementation of research-based strategies/materials across grade levels
- Need for revision of curriculum (i.e., technology, classroom materials, strategies, programs)
- School culture deficient in belief that all children can and will learn
- Lack of a sustainable academic/behavioral multi-tiered system of supports (MTSS) for students
- Deficiency in ongoing collaborative time for staff to review data to inform effectiveness of daily instruction
- Poor student attendance

Phase II (Explore and Discover) - The DST meticulously reviewed KES demographics (e.g., attendance, gender, race/ethnicity, economically disadvantaged, students with disabilities, etc.) student achievement (i.e., MEAP, MEAP Access, MI-Access, AIMSweb, etc.), perceptions (i.e., staff, student and parent surveys, Comprehensive Needs Assessment, etc.) and school processes (e.g., daily school schedule, academic calendar, School Process Rubrics, Title I Schoolwide Diagnostic, etc.) data. This phase involved discovery and required the team to remain open to possibilities, look for patterns and observe the "real" stories behind the data; this was a time of exploration, not justification.

Phase III (Organize and Integrate) - The DST transitioned to causation and action generating three

powerful "Big Ideas" for rapidly improving KES student achievement: (1) increasing academic rigor, while aligning curriculum to Common Core State Standards (CCSS); (2) effectively use data to monitor, inform and select research-based instructional practices/strategies and materials; (3) implementing an academic and behavioral multi-tiered system of supports for students. Upon conclusion of the DDD process, the DST considered the four reform/redesign models. The DST selected the Transformation Model because KES has a significant number of strong teachers across subjects/specialties, the student population is similar to other schools in the district, the district had capacity to move a strong principal to the school, and the school facility is in good condition and well located relative to the student population. This model will develop teacher and principal effectiveness, implement comprehensive instructional program using student achievement data, provide extended learning time, and create a community-oriented school.

2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Maximum length 1 page

2a. RCS has the capacity to use School Improvement grant (SIG) funds to provide resources and related support for KES. The 2014 District Process Rubric found 16 of 19 key characteristics rated "Implemented" or "Exemplary." Indicators 1 and 2 of Curriculum and Indicator 6 of Instructional Leadership were each rated "Partially Implemented." RCS is in the process of completing the alignment of curriculum, instruction, and assessment in the four core areas aligned to CCSS, thus offering a challenging curriculum that meets the needs of all students, while addressing issues of equity and diversity. Curriculum documents for all grades and content areas will have a clear scope and sequence that is communicated to staff, parents and community members.

2b. RCS has a systematic budgeting process in place that details a balanced budget, showing timely payments and maintenance of facilities. Noteworthy evidence of RCS's budgeting process is indicated by the two, SIG II funded middle schools (2010), each receiving favorable comments by federal/state monitors on their program designs and fiscal management. RCS's management practices support well developed data (i.e., DataDirector, 2Inform, AIMSweb, etc.) and technology systems (i.e., PowerTeacher, PowerSchool, etc.) that support instruction, curriculum, and professional development. Teachers receive ongoing training in the use of these systems. This equates to RCS having the capacity to appropriately use SIG funds, providing the necessary resources and related supports needed for KES to be successful in its reform efforts.

2c. RCS has developed a systemic plan to annually review, update and realign the district's curriculum, instruction and assessments based on students' performance on state and local assessments. The plan includes enhancing the use of classroom technology and curriculum documents that include district and school formative/summative assessments for all grades/content areas with a scope and sequence design. In 2013-14, all RCS schools were provided monthly common planning time for staff collaboration. A district-wide data system provides disaggregated data to inform the effectiveness of instruction and each school's efforts in closing achievement gaps. Professional learning (PL) is job-embedded and required of all teachers at both the building and district levels. These professional development opportunities are delivered by district personnel, MISD consultants, and external consultants. This plan includes a well developed mentoring program for all new teachers.

2d. Present relations between the RCS Board of Education and labor reflect a strong vision for rapid improvement. This is evidenced by an agreement made on December 2, 2013 between the Roseville Federation of Teachers (RFT) and the RCS, where they both concurred to all the stipulations of State Statute MCL 380.1280c in the transformation redesign plan, including accountability measures.

2e. RCS follows state guidelines in hiring its teachers. The teachers must meet all criteria to be "highly qualified" and have the proper, up-to-date state certification in order to be considered for a teaching position. The district utilizes several methods to recruit teachers including, partnerships with several colleges and universities, advertising positions through a variety of ways (i.e., billboards, newspapers, and television, etc.) and using Applitrack, an internet-based application program. The district's plan provides mentoring support,

professional development trainings, and financial incentives to retain present and new staff members based upon student achievement.

RCS has a strong evaluation plan for all staff; for the 2014-15 school year, at least 40% of all staff (principals/teachers) annual year end evaluation shall be based on student improvement or growth assessment data. In 2015-16 school year, at least 50% of all staff's annual year end evaluation shall be based on student improvement or growth assessment data. Finally, the RCS plan incorporates daily collaborative time for teachers; this is accomplished through scheduling common preparation periods, late starts and job-embedded professional development through a coaching/support model.

3. For each Priority school in this application, the LEA must describe actions taken, or those that will be taken, to: Maximum length 3 pages

a. Design and implement interventions consistent with the final requirements

3a. In order to support the transformation model, RCS reassigned a proven turnaround leader to lead KES's reform efforts. This is evidenced by his prior success to significantly improve student achievement at both the elementary and middle school level. RCS has given him the autonomy over staffing, budget, and school scheduling. Preparation for transformation included:

- Collaborative meetings with RCS and RFT resulted in evaluation tools and operational flexibility systems that include student growth as a considerable portion of teacher/leader summative evaluations (40% in 2014-15 and 50% beginning in 2015-16).
- Removing of staff at KES that were identified as ineffective with a process in place to continue this practice; a reward system for staff was also developed.
- Shifting professional learning practices to include ongoing, job-embedded classroom support using internal and external consultants.
- Creating research-based instructional programs aligned to CCSS in core content areas.
- Encouraging regular home-to-school communications to increase parent/family engagement and community involvement (community-oriented schools).
- Promoting the continuous use of longitudinal data to inform planning using research-based methods.
- Extending learning opportunities to increase learning time at KES (e.g., after school tutoring, summer learning program, etc.).

To successfully implement the transformation model, RCS will align its instructional programs to CCSS and state standards using a variety of tools, including Surveys of Enacted Curriculum (SEC), a web-based tool that provides math, science, and English language arts teachers with data on the intended and implemented curriculum. SEC results are presented in clear and accessible charts and graphs to facilitate data analysis/discussion. SEC's comprehensive data analysis and reporting tools help staff to: vertically/horizontally align classroom instruction with state and national standards and assessments; measure indicators of instruction and their relationship to student achievement; analyze instructional practices and teacher preparation; develop a needs assessment in low performance areas; and plan/evaluate staff PD initiatives. SEC data will reveal time teachers spend on specific activities/strands of a content standard by grade and school (horizontal and vertical alignment) guiding staff to better use of instructional time; a catalyst for Data-Driven Dialogues.

A schoolwide focus will be on "*Building Academic Vocabulary*." When teachers, schools, and districts take a systematic approach to helping students identify and master essential vocabulary and concepts of a given subject area, student comprehension and achievement improves.

Instruction will be aligned to the identified CCSS utilizing McREL's Classroom Instruction that Works (CITW) framework. Training will be supported by job-embedded coaching and monitoring by literacy and math specialists as "Power Walkthroughs" are initiated. The Power Walkthrough protocol is job-embedded, designed to help school leaders gain a practical understanding of the CITW strategies, how

they improve student learning, and how to incorporate them into the classroom. This will help to develop teacher/leader effectiveness. In addition, data teams, supported by an Data Coach, will be established to promote the continuous use of individual student data (formative, interim, summative) to monitor/assess the effects of programs on student achievement.

Multi-tiered System of Supports (MTSS) will provide extended learning time for academics and address the cultural/behavioral domains of current state requirements. All KES staff members will be trained in Positive Behavioral Interventions and Supports (PBIS) and Glasser's Nurtured Heart Approach and Restorative Practices. Review360® will monitor the effect of MTSS and provide personalized PD to support student/classroom management.

b. Select external providers from the state's list of preferred providers

3b. RCS, in collaboration with KES, looked to the state for guidance to choose its external providers, based on identified needs. In reviewing applications of approved providers, RCS vetted and selected Pearson Learning Teams, Project SEED, Inc., MISD, The Christopher and Virginia Sower Center for Successful Schools, and McGraw-Hill School Education Group. Each provider has a proven track record of success with transformation efforts and will assist in the implementation of KES's transformation plan.

c. Align additional resources with the interventions

3c. RCS, in collaboration with KES, will align building and community resources to facilitate implementation of its transformation plan by coordinating and integrating federal (such as Title I and Title II, Part A, etc.), state (i.e., Section 31a, etc.), local (general funds), and SIG III resources to support KES's academic/behavioral programs as follows:

FEDERAL:	STATE:	LOCAL:	SIG III:
<ul style="list-style-type: none"> • Title I Schoolwide Program • SuccessMaker • Summer Learning Day Camp! • Family Games Night (Learning Gizmos) • Math Facts in a Flash • Wildcat KIDS! (after school tutoring program) • Professional development (staff) • Parental involvement activities • Professional development 	<ul style="list-style-type: none"> • Corrective Reading 	<ul style="list-style-type: none"> • Reading Mastery • Connecting Math Concepts • All day kindergarten • Kindergarten Information Night • Kindergarten Day Camp • Kindergarten Roundup • Cub Scouts (Boy Scouts of America) • Project Challenge (Gifted and Talented Program) • Youth athletic programs (e.g., basketball, baseball, cheerleading, softball, soccer, etc.) • Service Squad • Safety Patrol • Music, Art and Physical education 	<ul style="list-style-type: none"> • SIG Coordinator/Facilitator • Family Liaison • Instructional Specialists • Data Coach • Social Worker • Interventionists • Reading Recovery teachers • Technology Para Educators • Leadership coaching support for principal • Technology (i.e., interactive boards systems, student response systems, document cameras, tablets, laptops, desktops, wireless routers, AppleTVs, iPods, digital cameras, etc.) • Computer/tablet accessories • Books, DVDs, supplies, etc. • Pearson's Schoolwide Improvement Model (SIM) • Horizons (Fast Track C-D) • TIME for Kids! • Being a Writer • Multimedia devices • Imagine It! • Review360® • Educational software programs (K-5) • State approved external providers (e.g., MISD, McGraw-Hill School Education Group, Pearson Learning Teams, Project SEED,

- Foreign language (French)
- AIMSweb

Inc., The Christopher and Virginia Sower Center for Successful Schools, etc.)

d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively

3d. RCS has modified its practices/policies to give KES operational flexibility for staffing, calendars, time, and budgeting so that KES may effectively implement a comprehensive approach to substantially increase student achievement. KES's School Support Team (SST) and Principal will determine the school's Title I budget. The district has also completed an addendum to the collective bargaining agreement. A signature page, signed by the Superintendent, School Board President, and Union President, certifies that the KES has the autonomy required to implement the transformation plan as written.

e. Sustain the reforms after the funding period ends

3e. RCS's plan develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools. This plan reflects the capacity to build upon KES's structural needs (e.g., curriculum, culture, professional learning, student engagement, parent/community involvement), demonstrating the district's commitment to retaining essential programs, effective leaders and staff well beyond the life of the SIG III grant.

As KES's teacher and leader capacity grows, the need for on-site educational specialist support lessens, leaving KES with the following sustainable capacities for continuous instructional improvement:

- Standards-aligned instructional foundation fostering college and career readiness
- Distributed leadership practices built on trust and shared responsibility in stable settings
- Collaborative workgroup practices to support rigorous, professional dialog that improves the shared team commitment to research-based practices and procedures
- Expanded community support and engagement for school processes and practices

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Priority school identified in the LEA's application. Include the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion.

Below is a timeline delineating the steps to be taken in order to implement KES's selected transformation intervention plan. Included are KES's three powerful "Big Ideas" for rapidly improving student achievement, the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion.

KES's three powerful "Big Ideas" for rapidly improving KES student achievement involve:

1. increasing academic rigor, while aligning curriculum to Common Core State Standards (CCSS);
2. using data to monitor, inform and select research-based instructional practices/strategies and materials; and
3. implementing an academic and behavioral multi-tiered system of supports for students.

Big Ideas	Action Steps	Person(s) Responsible	Timeline	Completion Metric
#1, #2, and #3	RCS will Replace the principal and increase leadership capacity at KES (COMPLETED)	RCS Board of Education and Superintendent	August 1, 2013 to August 31, 2013	1. RCS has taken the following actions: <ol style="list-style-type: none"> a. a principal with turnaround competencies has been assigned to KES before the beginning of

				<p>Planning Year 1</p> <p>b. a new principal has been assigned to KES that meets all five turnaround competencies</p> <ol style="list-style-type: none"> identify and focus on early wins and big payoffs break organizational norms act quickly in a fast cycle collect and analyze data galvanize staff around "Big Ideas" <p>2. RCS's transformation plan to build leadership capacity:</p> <ol style="list-style-type: none"> is descriptive about how the district will increase leadership capacity addresses all of KES's "Big Ideas" around which the plan is developed
#1 and #2	RCS will use rigorous, transparent, and equitable evaluation systems for teachers and principals (COMPLETED)	RCS Board of Education, Superintendent, Principal and Roseville Federation of Teachers (RFT)	August 1, 2013 to September 1, 2017	<p>1. RCS has an educator and leader evaluation process that:</p> <ol style="list-style-type: none"> includes student growth as a significant factor—by 2014-15, at least 40% of teachers'/leader's evaluations will be based on student growth; by 2015-16, at least 50% of teachers'/leader's evaluations will be based on student growth uses a tool that was designed or adopted collaboratively
#2 and #3	RCS will identify and reward KES leaders, teachers, and other staff members who have increased student achievement; RCS will also remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement (PARTIALLY IMPLEMENTED)	RCS Board of Education, Superintendent and principal	August 1, 2013 to June 30, 2017 (ongoing)	<p>1. RCS has a process that rewards educators for:</p> <ol style="list-style-type: none"> positively contributing to increased student achievement implementing the instructional program <p>2. RCS has processes:</p> <ol style="list-style-type: none"> to identify educators who have not positively contributed to increased student achievement to offer multiple opportunities to those identified to improve professional practice as outlined in the instructional program to remove ineffective educators based on criteria aligned with teacher evaluation system
#1, #2, and #3	RCS will provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program; this should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity	RCS Assistant Superintendent of Curriculum, Curriculum Director and principal	August 1, 2013 to June 30, 2017 (ongoing)	<p>1. KES's professional learning (PL) program:</p> <ol style="list-style-type: none"> is reflective of all of KES's "Big Ideas" is on-going—offers repeated opportunities with a common focus is high quality <ol style="list-style-type: none"> expectations for using PL in the classroom opportunities to receive individualized feedback (Note: feedback can take many forms—peer coaching, instructional coaching, etc.)

	to successfully implement the school reform strategies (PARTIALLY IMPLEMENTED)			<ul style="list-style-type: none"> iii. process or structure to provide support based on teacher needs d. is job-embedded—integrated into the work day <ul style="list-style-type: none"> i. consist of teachers analyzing students' learning and finding solutions, and ii. be grounded in day-to-day practice e. includes a process for assessing impact of and adjusting professional learning on instructional practices f. is instructionally-focused—aligned to the instructional program
#1 and #2	RCS will implement strategies to recruit and retain staff with skills necessary to meet the needs of students in KES (i.e., financial incentives, increased opportunities for promotion and career growth, more flexible work conditions, etc.) (PARTIALLY IMPLEMENTED)	RCS Deputy Superintendent, Assistant Superintendent of Curriculum, Curriculum Director and principal	August 1, 2013 to June 30, 2017 (ongoing)	<ol style="list-style-type: none"> 1. RCS has a process for: <ol style="list-style-type: none"> a. recruiting teachers to KES based on student needs b. assigning teachers to KES based on student needs 2. RCS has a strategy for retaining teachers at KES that includes incentives
#1, #2, and #3	RCS will use data to identify and implement an instructional program that is based on research and aligned from one grade to the next, as well as with state academic standards (PARTIALLY IMPLEMENTED)	Principal, Data Coach, and KES staff	August 1, 2013 to June 30, 2017	<ol style="list-style-type: none"> 1. RCS, in conjunction with KES, selected an instructional program through a diagnostic process that: <ol style="list-style-type: none"> a. uses multiple data sources to understand priority school designation b. links the instructional program to data disaggregated by subject, grade and subgroups c. identifies and prioritizes underlying causes of low student performance d. describes a three-year sequence for improving instruction in all content areas related to priority school designation 2. KES's instructional program: <ol style="list-style-type: none"> a. reflects three "Big Ideas" b. includes specific teaching and learning strategies for building-wide implementation c. is based on research d. identifies timelines, resources and staff responsible e. vertically and horizontally aligned from grade to grade
#1, #2, and #3	RCS and KES will promote the continuous use of student data (such as formative, interim, and summative	Principal, Data Coach, and KES staff	August 1, 2014 to June 30, 2017	<ol style="list-style-type: none"> 1. RCS's/KES's plan: <ol style="list-style-type: none"> a. outlines expectations for regular and on-going building-wide use of data b. explains how data will be used

	assessment data and student work) to inform and differentiate instruction to meet individual student needs (PARTIALLY IMPLEMENTED)			as a basis for differentiation of instruction to meet the academic needs of individual students c. describes how data about the instructional practices outlined in the instructional program will be collected, analyzed and used to increase achievement and close achievement gaps
#1, #2, and #3	RCS and KES will establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers (PARTIALLY IMPLEMENTED)	RCS Assistant Superintendent of Instruction, Curriculum Director and Principal	August 1, 2014 to June 30, 2017	1. RCS's/KES's plan for increasing time for core academic subjects, enrichment activities, and professional learning specifies: a. whether additional time will happen through i. a longer day, week, and/or year ii. a redesigning the use of the current schedule b. a description of how much time has been allocated c. a rationale that supports why these changes will lead to increased student achievement
#1, #2, and #3	RCS will provide ongoing mechanisms for engagement of families and community at KES (PARTIALLY IMPLEMENTED)	Principal and Family Liaison	August 1, 2013 to June 30, 2017 (ongoing)	1. RCS and KES has outlined multiple strategies to engage families in reform efforts 2. KES has outlined strategies to engage community partners in reform efforts
#1, #2, and #3	RCS is providing KES with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement (COMPLETED)	RCS Board of Education and Superintendent	August 1, 2013 to June 30, 2017 (ongoing)	1. KES's plan includes a statement that the School Leadership Team (SLT) and principal have the operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement
#1, #2, and #3	RCS will ensure that KES receives ongoing, intensive technical assistance and related support from the district, MISD, Michigan Department of Education, or other designated external partners or organizations (PARTIALLY IMPLEMENTED)	RCS, principal, MISD, McGraw-Hill School Education Group, Pearson's SIM, Project SEED, Inc., The Christopher and Virginia Sower Center for Successful Schools, etc.	August 1, 2013 to June 30, 2017 (ongoing)	1. RCS has demonstrated an understanding of the kinds of supports available to KES 2. RCS has designated several central office contact person responsible for monitoring and supporting the school (e.g., Assistant Superintendent of Instruction, Curriculum Director, etc.) 3. RCS will participate in workshops and conferences offered by the MISD, Michigan Department of Education, and other external partners or organizations (i.e., Pearson Learning Teams, McGraw-Hill School Education Group, Project SEED, Inc., etc.)

5. Describe the annual goals for student achievement on the state's assessments in both

reading/language arts and mathematics that it has established in order to monitor Priority schools that receive school improvement funds.

Since KES surpassed its 2013-14 proficiency targets for student achievement in reading and language arts and mathematics on the state's MEAP assessment (with the exception of 3rd grade reading), KES increased its annual proficiency targets in reading and language arts and mathematics. This will ensure rapid/significant student achievement. As a result, more than 85% of KES students will meet or exceed proficiency status on the state's assessments by 2022. KES's annual proficiency target goals or Annual Measurable Objectives (AMOs) for improving student achievement over the next three years in reading and language arts and mathematics are provided below:

MEAP Math (3rd grade)

2012-13 = 29.1%

2013-14 (current) = 46.4% (+17.3)

2013-14 (AMO) = 33.8% (goal met)

2014-15 (AMO) = 51.2%

2015-16 (AMO) = 56.0%

2016-17 (AMO) = 60.8%

MEAP Reading (3rd grade)

2012-13 = 50.0%

2013-14 (current) = 58.9% (+8.9)

2013-14 (AMO) = 61% (goal not met)

2014-15 (AMO) = 64%

2015-16 (AMO) = 67%

2016-17 (AMO) = 70%

MEAP Math (4th grade)

2012-13 = 17.5%

2013-14 (current) = 33.3% (+15.8)

2013-14 = 25.8% (goal met)

2014-15 = 39.8%

2015-16 = 46.3%

2016-17 = 52.8%

MEAP Reading (4th grade)

2012-13 = 56.7%

2013-14 (current) = 66.0% (+9.3)

2013-14 = 68.4% (goal met)

2014-15 = 70.8%

2015-16 = 73.2%

2016-17 = 75.6%

MEAP Math (5th grade)

2012-13 = 13.0%

2013-14 (current) = 36.2% (+23.2)

2013-14 = 30.6% (goal met)

2014-15 = 42.3%

2015-16 = 48.4%

2016-17 = 54.5%

MEAP Reading (5th grade)

2012-13 = 54.7%

2013-14 (current) = 64.4% (+9.7)

2013-14 = 57.8% (goal met)

2014-15 = 67.0%

2015-16 = 69.6%

2016-17 = 72.2%

MEAP Math (6th grade)

2012-13 = 18.0%

2013-14 (current) = 40.0% (+22.0)

2013-14 = 34.6% (goal met)

2014-15 = 45.6%

2015-16 = 51.2%

2016-17 = 62.4%

MEAP Reading (6th grade)

2012-13 = 52.0%

2013-14 (current) = 74.2% (+22.2)

2013-14 = 43.4% (goal met)

2014-15 = 75.6%

2015-16 = 77.0%

2016-17 = 78.4%

MEAP Writing (4th grade)

2012-13 = 22.6%

2013-14 (current) = 42.0% (+19.4)

2013-14 = 32.2% (goal met)

2014-15 = 47.4%

2015-16 = 52.8%

2016-17 = 58.2%

- 6. For each Priority school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed.)**
- 7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Priority schools that receive school improvement funds. (No response needed.)**

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Priority schools. Describe how this process was conducted within the LEA. Maximum length 1 page

RCS, in conjunction with KES, involved all relevant stakeholders (e.g., district administration, RCS Board of Education, union leadership, teachers, parents, community leaders, business leaders, etc.) regarding the district's application and implementation of KES's transformation plan. Below is a summary of how this process was carried out:

- On Tuesday, August 20, 2013, the Michigan Department of Education (MDE) notified Roseville Community Schools that Kment Elementary Schools was in the lowest achieving five percent of schools on the Top-to-Bottom list, consequently being identified by the state as a Priority School. Upon this notification, the district's first meeting with stakeholders was held in Lansing, MI on August 22, 2013 (e.g., President of the RCS Board of Education, Superintendent, Assistant Superintendent of Instruction, Director of Curriculum, several KES staff members, MISD School Improvement Facilitator, principals, and an MSU K-12 Outreach Intervention Specialist); meeting announcements and agendas provide evidence of this, as well as other related meetings.
- Shortly after the abovementioned meeting in Lansing, MI, RCS assigned several district representatives (Mike LaFeve, Assistant Superintendent of Instruction and Mark Blaszkowski, Director of Curriculum) to be part of the District Support Team (DST). This team was formed with other stakeholders (i.e., RCS Board of Education members, KES staff members, new principal, parents, etc.) to provide support in identifying KES's reform plan, writing the transformation, and upon SSR/RO approval, will assist in implementing the plan. The DST assisted KES in establishing its own School Support Team (SST).
- After consulting with all relevant stakeholders, RCS letter was drafted and disseminated to all parents of students enrolled at KES in late August 2013. The letter was also sent to parents of those students enrolled during the 2012-13 school year and those anticipated to be enrolled in KES for the 2013-14 school year. In the letter, the district included reasons for its identification and the school's and district's plans to improve student achievement. This letter has been uploaded into MEGS+ and is on file at the district's administration building.
- Within 90 days (November 25, 2013) and after consulting with all relevant stakeholders, the RCS School Board of Education and Superintendent directed KES to submit a redesign plan to the State School Reform/Redesign Office (SSR/RO). The redesign plan chosen by the district was the transformation intervention model. This model included amendments to the collective bargaining agreement that were necessary to implement the intervention model as specified by statute in MCL 380.1280c, Section 8. RCS also set-aside 20% of its Title I allocation to support KES and their pre-implementation activities.
- All relevant stakeholders worked with Dr. Noni Miller, MSU-assigned Intervention Specialist, to conduct a district-level professional Data-Driven Dialogues (DDD) about the system changes required to support KES in rapid changes identified as necessary in building-level DDDs. Meeting notes that attest to Dr. Miller's involvement are on file at the district's administration building.
- Finally, quarterly reports are presented by Dr. Wightman, Principal of KES, to the RCS Board of Education. This is done in open session, giving parents and community member's information on the school's progress and providing them an opportunity for input; copies of each quarterly report has been uploaded into MEGS+ and are on file at KES.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

- The LEA must provide a budget (***see budget submission packet, beginning on the following page***) that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Priority school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority schools; and
 - Support school improvement activities, at the school or LEA level, for each Priority school identified in the LEA's application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Priority schools it commits to serve multiplied by \$2,000,000.

Budget:

RCS/KES SIG III BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Kment Elementary School	\$ 322,601	\$2,000,000	\$1,250,000	\$1,250,000	\$4,822,601
RCS-level Activities	\$ 64,522		\$70,974	\$78,071	\$213,567
Total Budget	\$2,387,123		\$1,320,974	\$1,328,071	\$5,036,168

SCHOOL IMPROVEMENT GRANT BUDGET

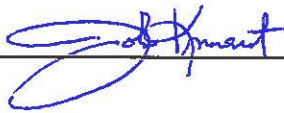
APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District Roseville Community Schools		District Code 50-030
	Address of District 18975 Church ST		
	City and Zip Code Roseville, MI 48066		Name of County Macomb
CONTACT PERSON	Name of Contact Person Mike LaFeve	Title Assistant Superintendent of Instruction	Telephone (Area Code) (586) 445 - 5508
	Address 18975 Church ST	City Roseville	Zip Code 48066
	E-Mail Address mlafeve@roseville.k12.mi.us	Facsimile (A.C./No.) (586) 445 - 5813	

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date: 5/29/2014



SIGNATURE OF LEA BOARD PRESIDENT

Date: 5/29/2014



SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Priority school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See Page 7 for example.)**

SCHOOL BUILDING

Legal Name of School Building John R. Kment Elementary School	Building Code 01049	Name and Title of Authorized Representative Mike LaFave, Assistant Superintendent of Instruction	
Mailing Address (Street) 20033 Washington ST		Signature	
City Roseville	Zip Code 48066	Telephone (Area Code/Local Number) (586) 445 - 5756	Date Signed (m/d/yyyy) 5/29/2014
Name and Title of Contact Person Shawn K. Wightman, Ed.D., PRINCIPAL		Mailing Address (If different from agency address)	

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

INSTRUCTIONS: The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). *Please complete a "School Improvement Grant Budget Approval Form" for EACH building. Duplicate 'School Improvement Grant Budget Approval Form' for each school.*

1. BUDGET SUMMARY FOR: John R. Kment Elementary School

LEGAL NAME OF APPLICANT:				District Code	
ROSEVILLE COMMUNITY SCHOOLS - John R. Kment Elementary School				50-030	
MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity
					2014

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES and MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs							
120	Instruction -- Added Needs	\$845,571	\$391,425		\$985,945			\$2,222,941
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services	\$144,000	\$59,688					\$203,688
220	Instructional Staff Services							
221	Improvement of Instruction	\$481,428	\$276,312	\$492,350				\$1,250,090
225	Instruction Related Technology							
227	Academic Student Assessment							
230	General Administration							

232	Executive Administration							
240	School Administration							
250	Support Services Business	\$45,000	\$12,894					\$57,894
257	Internal Services							
266	Operation and Maintenance							
280	Central Support Services							
281	Planning, Research, Development, and Evaluation	\$241,734	\$217,041					\$458,775
283	Staff/Personnel Services							
300	Community Services	\$65,367	\$26,145					\$91,512
311	Community Services Direction							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs @ 4.78% Restricted Rate						\$215,100	
	TOTAL	\$1,823,100	\$983,505	\$492,350	\$985,945		\$215,100	\$4,500,000

2. BUDGET DETAIL

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet. **(Provide attachment(s) as needed.)**

5/29/14
 Date
 Lynn Stannard
 BUSINESS OFFICE REPRESENTATIVE SIGNATURE
 5/29/14
 Date
 SUPERINTENDENT/DIRECTOR SIGNATURE

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS: Please review the assurances and certification statements that are listed below. Sign and return these pages with the completed application.**

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its Principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APPROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These

materials were developed under a grant awarded by the Michigan Department of Education.”

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, “No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity.” In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services,

facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92 of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award.
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that subaward data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after

October 1, 2010.

An applicant or subrecipient assures that it will timely report data as needed to the MDE for the purposes of federal reports for any subaward on a grant awarded by the U.S. department of Education will be reported for each action or subaward that obligates \$25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5).

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with School Improvement funds.
7. If the recipient implements a restart model in a Priority school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
9. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
10. The recipient must report to the SEA the school-level data required under section III of the final requirements.

ASSURANCES AND CERTIFICATION: By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

SUPERINTENDENT OR
AUTHORIZED OFFICIAL

DATE: 5/29/2014






SIGNATURE

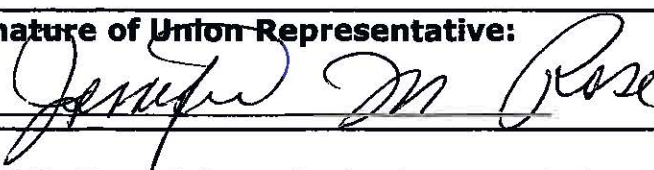
TYPED NAME/TITLE: John R. Kment, SUPERINTENDENT

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: John R. Kment Elementary School	Mailing Address: 20033 Washington ST Roseville, MI 48066
School Building Code: 01049	
School Building Contact for the School Improvement Grant	
Name: Mike LaFeve	
Position and Office: Assistant Superintendent of Instruction	
Contact's Mailing Address: 18975 Church ST Roseville, MI 48066	
Telephone: 586.445.5508	
Fax: 586.445.5813	
Email address: mlafeve@roseville.k12.mi.us	
LEA School Superintendent/Director (Printed Name): John R. Kment	Telephone: 586.445.5505
Signature of the LEA School Superintendent/Director: X 	Date: 5/29/2014
LEA School LEA Board President (Printed Name): Theresa J. Genest	Telephone: 586.445.5505
Signature of the LEA Board President: X 	Date: 5/29/2014
Building Principal (Printed Name): Shawn K. Wightman	Telephone: 586.445.5756
Signature of the Building Principal: X 	Date: 5/29/2014

Union Representative (Printed Name): Jennifer Rose	Telephone: 586.445.5600
Signature of Union Representative: X 	Date: 5/29/2014
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Analysis of data. Maximum length 1 page

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the Michigan Educational Assessment Program (MEAP), MI-Access or the Michigan Merit Examination (MME), poverty level, graduation data, extended learning opportunities, etc., and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data Analysis and School Process Rubric Summary report. Consider how subgroups within the school are performing and possible areas to target for improvement. Do not attach the building CNA.

- What sources of data did the school use in their analysis?
- Based on the analysis, what are the major areas of need that the school's plan will target?
- Identify 3 things that the school will fundamentally change for turnaround to be successful.

KES used longitudinal and annual data from multiple sources (as measured by the MEAP, Mi-Access, MEAP-Access, poverty level, ethnicity, gender, students with disabilities, extended learning opportunities and the school's ability to leverage the resources currently available to RCS) to inform its SIG III plan. Based on the analysis, the major areas of need that the school's plan will target is on math and reading achievement. KES has three underperforming subgroups (African American, economically disadvantaged, and students with special needs) in math and reading. For instance, in 2012-2013 MEAP math, African American students performed lower than their White peers by 10-30%, depending on grade level. Similarly, children of poverty lagged 4-15% behind children of higher SES; and students with disabilities had the largest gap with less than 10% meeting proficiency. This trend in 2012-13 is also reflective of KES's reading scores.

The previously stated subgroup concerns are indicative of all of KES's reading and math test scores across grade levels, regardless of academic year. Because of this, three things that KES will fundamentally need to change in order for our transformation to be successful are:

1. Rigorously aligning curriculum to Common Core and state standards working in Instructional Learning Cycles (ILCs), teachers will collaboratively develop lessons, determine materials to be used, and develop assessments;
2. Regularly use of data by principal and staff to monitor, inform, and select research-based instructional practices/strategies and materials that enhance teaching and learning; and
3. Consistently implementing a multi-tiered system of academic and social/emotional supports (MTSS) for students (Professional learning modules will be provided; monitored through Review360®).

This will ensure that all KES students will develop high levels of literacy, requiring all staff members to make a concerted, coordinated effort to improve students' proficiency as readers, writers, and critical/creative problem solvers. Research clearly shows that increased student achievement leads to reduced discipline issues, improved grades, employability, success in higher education, civic participation, and 21st-century skills. KES's premise is simple—a systemic improvement effort can be a powerful lever for school improvement. This systemic approach to improving literacy and mathematics in grades 3 through 6 involves the following synergistic actions:

- The development and communication of a compelling vision
- Creation of a culture of mutual respect with high expectations for learning and behavior
- Ongoing collaboration between administrators and teachers
- Unflinching, data-based assessment
- The setting of clear, measurable goals that address important issues related to curriculum, instruction, assessment, and school culture
- The development of a quality literacy action plan

- The development of a quality math action plan
- Active implementation of the plans
- Monitoring of progress toward stated goals

These tasks are challenging and complex, but attainable through successful leadership, a determined staff, and a focused collaborative process. This plan will produce dramatic results for improved student achievement at KES.

2. School Building Capacity – Resource Profile **Maximum length 1 page**

- a. The MDE requires the following positions/funding for schools receiving SIG funds during the three-year period of funding. These positions/funding may be funded with School Improvement Grant funds:

- School Improvement Grant Coordinator/Facilitator (may not be the school Principal)
- Family liaison position
- Data Coach
- Funding to support mental health services

2a. KES will use SIG III funds to employ the best candidates/consultants for all required positions.

- b. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer.

2b. Professional development (PD) at KES will be provided throughout the school year (late start, early releases, school days without students, etc.) and will be funded using Title I (Set Aside), Title II, Part A, and SIG III funds. This will include at least 8 hours per month for all professionals in the building including the administrators and support staff. In addition, a three day August 2014 Schoolwide Institute will ensure shared vision by all KES staff members. This training, facilitated by Pearson Learning Teams consultants, will prepare KES's Leadership Team (KLT) for distributive leadership and prepare teacher leaders to facilitate teacher workgroups during the school year (e.g., implementation/use of technology in the classroom, rigorous curriculum, ongoing use of data, establishing MTSS, etc.). Ongoing job-embedded PD will be delivered through a train-the-trainer model to promote sustainability. PD will be delivered through district personnel and other external consultants. Furthermore, teacher leader facilitators in the KLT will provide training to their peers; additional coaching support will be provided by literacy and math specialists to guarantee classroom transfer.

- c. The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

2c. (Please see the following charts for details on how KES will align its funding resources)

<input checked="" type="checkbox"/> General Funds	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A	<input type="checkbox"/> Title III
<input checked="" type="checkbox"/> Title I Part A		<input type="checkbox"/> Title II Part D	
		<input type="checkbox"/> USAC - Technology	

<input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D			
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31a <input type="checkbox"/> Section 32e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.)			

	Budget Detail	Resource	How funds will support Transformation Plan
Salaries/Benefits	SIG Grant Coordinator	SIG III	management, acquisitions of resources, reports
	Family Liaison	SIG III	Increase parent involvement
	Data Coach	SIG III	Support development of KES's data-driven culture
	Instructional Specialists	SIG III	Monitor fidelity of instructional programs
	Social Worker	SIG III	Support students' social/emotional well being
	Interventionists	SIG III	Tier II and III support in reading and math
	Reading Recovery teachers	SIG III	K-2 Tier III reading support
	Technology Para Educators	SIG III	Support the use of technology
	Achievement bonuses	SIG III	Staff incentive
	Summer school teachers	Title I	Students have opportunity for year round learning
	Teacher stipends	Title I, II	PD compensation (district standard rate)
Purchased Services	Leadership coaching	SIG III	Support for principal and KLT
	McGraw-Hill School Education Group (external provider)	SIG III	PL & coaching to develop organizational frameworks
	The Christopher and Virginia Sower Center for Successful Schools (external provider)	SIG III	Job-embedded PL for academics, social/emotional behavior (Tier II & III)
	Parent/community activities	Title I	Promote parent/community involvement
	Review360®	SIG III	Web-based tracking system supporting behavior
	Pearson Learning Teams (SIM)	SIG III	External Partner specializing in school improvement
	Professional development	Title I, II	Increase teacher effectiveness
	Project SEED, Inc.	SIG III	Grade 3-6 supplemental math instruction program
Supplies/Materials	Substitutes	Title I, II	Release staff for PD
	Complete dual-touch interactive board systems	SIG III	Upgrade instructional delivery
	Computers (desktops/laptops)	SIG III	Expand student access to technology
	Tablets	SIG III	Provide K-5 school-to-home technology
	Extended learning time materials	Title I	Materials supporting summer learning program
	Wireless routers	SIG III	Wireless access points in school
	Student response systems	SIG III	Student engagement; guided practice (formative/summative assessments)
	SuccessMaker 6.0	SIG III	Tier II reading/math intervention
	Corrective Reading	Section 31a	Grade 3-6 materials for Tier III reading intervention
	Horizons (Fast Track C-D)	SIG III	Grade 3 Tier II reading intervention
	"Being a Writer" materials	SIG III	Enhance students' writing skills

	Reading Mastery	general fund	Materials Tier I reading program (grades K-5)
	Imagine It! reading materials	SIG III	Supplemental reading materials (novels)
	TIME for Kids!	SIG III	Supplemental reading (expository text)
	Connecting Math Concepts	general fund	Tier I math program materials (grades K-5)
	K-5 software interventions	Title I, SIG III	Supplemental software programs for Tier II and III
	books, DVDs, supplies, etc.	Title II, SIG III	Professional development materials
	Computer/tablet accessories (cases, cables, mice, keyboards, etc.)	SIG III	Successful integration of technology into classrooms
	Multimedia devices	SIG III	AppleTVs, iPods, digital cameras, document cameras for instructional technology use with students
Other	All day kdg materials	general fund	Delivery of instructional programs
	Summer school transportation	Title I	Student transportation
	Summer school program	Title I	Extended learning time
	All day kindergarten	general fund	Extended learning time
	After school tutoring program	Title I	Extended learning opportunity for students
	All day kindergarten	general fund	School-readiness initiative
	Project Challenge	general fund	Enrichment program for gifted and talented students
	Music, Art & Physical education	general fund	Enrichment programs/activities
	Foreign language (French)	general fund	Foreign language enrichment experience
	AIMSweb	general fund	Universal screener/benchmark assessment

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence-based research, collaboration, and parental involvement. Union representation must be included in the development of this grant application. Michigan Department of Education staff will conduct face-to-face or conference call interviews with the SIG teams of each school that is selected to receive a School Improvement Grant prior to the grant being awarded.

Maximum length 1 page

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

3a. In a collaborative process, the staff of KES played an integral part in the school's transformation plan. For instance, they have attended numerous staff, committee and parent club meetings involving the application. During these sessions, all stakeholders have actively participated, offering concerns and suggestions for the transformation plan. This is evidenced by their eagerness to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in reading and mathematics. Likewise, during PLC meetings, KES staff closely analyzed problems with instructional issues in the classroom that are not positively impacting students' achievement (e.g., differentiating instruction, time management, use of technology, formative assessments, etc.). KES staff members are in support of the

reform plan's design to effect change in core academic subjects and the strategies used to teach them (i.e., nonlinguistic representations, providing feedback, identifying similarities and differences, etc.), PD trainings (CITW, Building Academic Vocabulary, Thinking Maps, Reading Mastery, Connecting Math Concepts, etc.), technical assistance and parent involvement initiatives. In all, policies and practices that impact KES's teaching and learning programs, both directly and indirectly, are being developed by staff, thus building upon existing infrastructures to support the Big Ideas for change at KES. Evidence of staff support is reflective of the way they are applying what they are learning during the year of Pre-Implementation, as we received 2013-14 MEAP test scores that demonstrate improvement in both math and reading.

b. Explain the district and school's ability to support systemic change required by the model selected.

3b. KES, in conjunction with RCS, can support systemic change required by the transformation plan. The district is providing KES with operational flexibility (staffing, calendars, time, and budget) and sustained support it needs to implement a comprehensive plan to increase rigor and student expectations, resulting in increased student achievement. KES's plan recognizes that systemic change necessitates an annual assessment of the strengths and challenges, review of school data, and apply research-based strategies to reach the goal of sustainable and positive change. Pearson's Schoolwide Improvement Model (SIM) will assist KES in accomplishing this by providing us with ongoing, high quality job-embedded staff development aligned with the school's instructional program, so that side-by-side learning can become a standard professional practice in the school. KES's diagnostic data (e.g., school processes, demographics, perceptions, and student learning) will determine the strengths and areas of concern around content pedagogy and set the course for the delivery of PD to affect the change required in all content areas.

KES will partner with MISD, McGraw-Hill School Education Group, Project SEED, Inc., The Christopher and Virginia Sower Center for Successful Schools, and other approved providers will support systemic change by collaboratively developing a customized SIM that is informed by a comprehensive process that begins by describing the school's present reality and defining what KES wants to achieve. The scientifically research-based strategies that KES chose to implement will build teaching/learning capacity and ensure rapid, significant growth for all of KES's students. Furthermore, the school community believes that the transformation plan will allow KES to build capacity for sustaining continuous improvement.

c. Indicate whether or not an agreement with the union will be required to support extended learning time, and if so, will the agreement be signed prior to SY 2014-15?

3c. Union representation is included in the development of this grant application. To further substantiate this, an agreement with the Roseville Federation of Teachers (RFT) to support extended learning time has been established. This agreement was made on December 2, 2013 between the RFT and RCS, where both parties agreed to all the stipulations of State Statute MCL 380.1280c in the transformation redesign plan. As a result of the agreement, beginning in the 2014-15 academic year, extended learning time will be provided by extending the school day for an additional 20 minutes, thus creating 100 minutes of increased learning time per week. Finally, because the RFT and staff of KES are committed to the financial well being of the district and the educational needs of its students, all KES staff, including the Principal, will be uncompensated for the additional learning time added to the schedule/school day throughout the duration of the transformation plan.

4. School Improvement Plan

Attach School Improvement Plan **(DO NOT insert here, upload as a separate file)**

5. External Provider Selection

Describe the process the building will use to screen and select external providers or note that the school will select external providers from the MDE pre-approved list. **Maximum length 1 paragraph**

KES, in conjunction with RCS, has looked to the state for guidance in choosing the best external providers to support KES. In reviewing the applications of approved providers, we have selected the MISD, McGraw-Hill School Education Group, Pearson Learning Teams, Project SEED, Inc., and The Christopher and Virginia Sower Center for Successful Schools. Each provider has a proven track record of success with turnaround efforts and will assist in the implementation of KES's reform model. Finally, in order for KES to reach its goals, RCS will continue to work closely with the State School Reform/Redesign Office (SSR/RO) to select additional approved external service providers, if and when additional needs are identified.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection. **Maximum length 1 page**

- a. Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to build capacity.

6a. In order to build capacity, the district/building's human resources will be involved in hiring and transfer of the best staff possible for KES. Principal and staff representatives will interview all potential candidates. They will select the best candidate for the position and recommend them to be hired by RCS. District administration and Dr. Wightman will make the final decision on all candidate selections.

- b. Describe how community resources will be aligned to facilitate implementation of the intervention selection.

6b. Using Joyce Epstein's *Model of School, Family and Community Partnerships*, KES will align its community resources to facilitate the implementation of the transformation plan. This will provide multiple mechanisms for engagement of families and community to support the three "Big Ideas" in the reform effort. Dr. Wightman will include parents and community volunteers to school improvement meetings. Parents will be active participants in Professional Learning Community (PLCs) meetings. School Improvement, and specifically the progress of the redesign plan implementation and progress, will be shared at PTO/Title I parent meetings by Dr. Wightman and other staff members. Perceptions data will be collected from all stakeholder groups (e.g., staff, students, parents, etc.). Staff and parents will analyze school results at least twice per year and formulate solutions to areas of concern using the data team process. KES will also celebrate its successes/short term wins and areas of strength through a variety of methods (such as monthly newsletters, cable crawl, data walls, RCS Board of Education meetings, staff incentives, assemblies, etc.).

Dr. Wightman currently participates on the district's Marketing Committee. This committee is made up of community members including parents, teachers and administrators. Dr. Wightman will seek ideas to increase parent and community involvement at Marketing Committee meetings. The Superintendent's Discussion Group meetings are another venue that is offered to the parents and citizens of Roseville to give feedback and be involved in the decision-making progress. Representatives from the KES staff will present to parents on programs that are being implemented through the redesign plan. Dr. Wightman will discuss with parents what it means to be a "Priority School." He will also inform parents about the school's three "Big Ideas" and their role in supporting student achievement, including setting home conditions to support learning at each age and grade level.

KES staff members will present the school's improvement and transformation plan initiatives, programs and overall progress with the families of KES and community members in a variety of ways. Dr. Wightman and representatives from his staff will present on the progress of the transformation plan to the community on a quarterly basis during regular Roseville Community Schools' Board of Education meetings. Staff members will encourage parent participation and discuss the redesign plan and its progress at community events including parent teacher conferences, open house and parent nights. To strengthen academics and support the building's reform efforts, businesses and organizations will be enlisted on an ongoing basis by the school's Principal, staff and parents (through phone calls, face-to-face conversations, letters/invites, emails, networking). A few community partnerships that have already been established at KES this year include: Roseville Kiwanis Club (3rd grade Dictionary Program); Roseville Optimist Club (Youth Appreciation Night for good citizenship and Safety Patrol Awards Assembly); Louie's Pizza (free pizza cards to use as incentives for academics and positive behavior); Roseville Fire and Police Departments (career awareness); Roseville Public Library (Summer Reading Program); CARE: Community Assessment Referral and Education (family agency), and the Recreation Authority of Roseville and Eastpointe (youth athletics). These partnerships will be expanded based upon identified needs. KES will continue to recognize community partners through appreciation certificates/letters, marquee postings, school newsletters, school board meetings, etc.

Finally, by Fall 2014, the school's webpage and other electronic media will inform the community about early wins, as a result of transformation efforts. KES students and staff will participate in community events such as the Roseville High School Homecoming parade and annual district community events. In order to better inform the community about the transformation initiative, a KES staff member will serve as media liaison and will contact media sources (such as newspapers, radio and television, including the local cable channel) about special events, notable academic achievements by students, etc.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

Maximum length 1 page

- a. Describe how extended learning time (lengthening the school day, week or year) will be scheduled.

7a. Union representation was included in the development of this application. For example, an agreement with the Roseville Federation of Teachers (RFT) and RCS was made to support extended learning time. This agreement was made on December 2, 2013 between the RFT and RCS, where they concurred to all stipulations of State Statute MCL 380.1280c in the transformation redesign plan. As a result of the abovementioned agreement, beginning in the 2014-15 academic year, additional learning time will be provided through a 20 minute longer school day, thus creating an additional 100 minutes of increased learning time each week (58 hours per year). Finally, because the RFT and staff of KES are committed to the financial well being of the district and the educational needs of its students, all KES staff, including the Principal, will be uncompensated for the additional learning time added to the schedule/school day throughout the duration of the transformation plan. RFT also ratified agreements dealing with seniority and student growth as an evaluative measure as mandated for MDE Priority Schools.

- b. Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule.

7b. Extended learning time will be spent engaging students. All students will be issued iPads that will support personalized learning that is motivating and supports anywhere/anytime learning. Teachers will use interactive whiteboards with projectors and student response systems to deliver instruction that engages 21st

century learners. PD and coaching will allow teachers to become more effective using these tools. Effectiveness will be monitored by SuccessMaker on a weekly basis and reported each month.

KES students experiencing gaps in learning (as measured by MEAP, MEAP-Access, MI-Access, AIMSweb, etc.) will have the opportunity to participate in an after school tutoring program (Wildcat KIDS!). Using data, this special program (offered 4 days per week for 45 min.), will focus on reading, language arts, and mathematics achievement for KES's most "at-risk" students (i.e., African Americans, students with disabilities, economically disadvantaged, etc.). In addition to the aforementioned, a Summer Learning Program will also be provided to all KES students, in an attempt to keep them on track for academic success and on grade level in reading and math.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e., before the start of the 2014-2015 school year.

The following comprehensive 3-year timeline for implementing the selected intervention will be extended to all staff members. Furthermore, based upon Data-Driven Dialogues and staff input, other research-based professional learning opportunities/strategies may be implemented to enhance the instructional program of the redesign plan. Presently, KES's timeline is as follows:

Pre-Implementation			
ACTION STEPS	RATIONALE	TIMELINE	PERSON(S) RESPONSIBLE
Replace the Principal		Completed Aug 2013	Supt & Board of Ed.
Reading Mastery PD	Improve Reading performance	Fall 2012-Fall 2017	McGraw Hill consultants; Principal
Corrective Reading	Tier II/III intervention		Principal
Classroom Instruction That Works (CITW)	Increase teaching strategies	Fall 2013-Fall 2017	Principal; MISD consultants
McREL Power Walkthrough	Improve protocol for walkthrough		MISD consultants
Connecting Math Concepts	Improve math performance		McGraw Hill consultants; Principal
Promote continuous use of student data	Monitor progress & inform instruction		Principal
Reconfigure schedule	Increase learning time for core subjects	Fall 2013-June 2014	Principal
Engage families & community	Improve parent involvement & partnerships	Fall 2013-Fall 201	Principal
Surveys of Enacted Curriculum (SEC)	Provide data on current instructional practices	Spring 2014-Fall 2017	Principal
Using Technology with CITW	Use technology to support student learning		Principal; MISD consultants
Balanced Assessment Practices	Support continuous use of data to inform instruction	Winter 2014-Fall 2017	Thomas Many; Principal
Pearson Consultation	Select External Partner	March 2014-June 2017	Principal
Full Implementation			
ACTION STEPS	RATIONALE	TIMELINE	PERSON(S) RESPONSIBLE
Hire Add'l Staff: • SIG Coordinator • Family Liaison	Employ the best educators	Upon Notification-Aug 20, 2014	RPS Personnel Dept, Principal

<ul style="list-style-type: none"> • Data Coach • Social Worker • Interventionists • Reading Recovery teachers • TechParaprofessionals • Classroom teachers 			
Purchase technology	Promote anytime, anywhere learning		Principal, SIG Coord., RCS Business Dept
Expand licensing for digital tools	Support differentiated instruction & data monitoring		Principal, SIG Coord., RCS Business Dept
Purchase SIG materials	Have all materials on hand for full implementation		Principal, SIG Coord., RCS Business Dept
Requirements Conference	Develop & sign contract		Asst. Supt., Principal, external consultants
Develop Implementation Plan	Identify evaluation components		Asst. Supt., Principal, external consultants
Develop PD calendar	Create a cohesive plan for PD delivery		Principal, SIG Coord, external consultants
Develop ILT calendar	Identify protected dates		Principal, SIG Coord, external consultants
Review360® PD	PD for new programs	Fall 2014-Fall 2017	Review360® consultant, principal
Schoolwide Institute		August 25-29, 2014	Principal, external consultants
Building Academic Vocabulary PD		Fall 2014-Fall 2017	Principal, external consultants
Writing Tracker PD			Principal, external consultants
Being a Writer PD			Principal, MISD consultant
MTSS PD			
PBIS PD	PD for new program	Winter 2015-Fall 2017	Principal, MISD consultant
Monthly ILT Meetings	Distributed leadership & training	August 2014-June 2017	Principal, external consultants
Literacy, Math, & Leadership Coaching	Facilitate PD application & support		external consultants
Weekly Instructional Workgroup Meetings	Collaborative plan standards aligned instruction using data		Workgroup Facilitators
Quarterly Reports	Communicate transformation progress		Principal, external consultants
Use data for learning	Expand data use to differentiate learning		Data Coach, Principal
Family involvement	Make weekly connections with parents through communications & workshops		Family Liaison, Principal, teachers
Community involvement	Make monthly connections to community through communications and personal outreach		
Annual Bonus	Reward teachers & leaders	June 2015, 2016, 2017	RCS Board of Education
6 + 1 Traits of Writing and Writer's Workshop	Improve writing performance	Fall 2015-Fall 2017	Principal, external consultants
Restorative Practices (Nurtured Heart)	Increase mutual respect and understanding	Winter 2016-Fall 2017	

9. Annual Goals

In view of the fact that KES surpassed its 2013-14 proficiency targets for student achievement in reading and language arts and mathematics on the state's MEAP assessment (with the exception of 3rd grade reading), KES increased its annual proficiency targets in reading and language arts and mathematics. This will ensure rapid/significant student achievement. As a result, more than 85% of KES students will meet or exceed proficiency status on the state's assessments by 2022. KES's annual proficiency target goals or Annual Measurable Objectives (AMOs) for improving student achievement over the next three years in reading and language arts and mathematics are provided below:

MEAP Math (3rd grade)

2012-13 = 29.1%

2013-14 (current) = 46.4% (+17.3)

2013-14 (AMO) = 33.8% (goal met)

2014-15 (AMO) = 51.2%

2015-16 (AMO) = 56.0%

2016-17 (AMO) = 60.8%

MEAP Reading (3rd grade)

2012-13 = 50.0%

2013-14 (current) = 58.9% (+8.9)

2013-14 (AMO) = 61% (goal not met)

2014-15 (AMO) = 64%

2015-16 (AMO) = 67%

2016-17 (AMO) = 70%

MEAP Math (4th grade)

2012-13 = 17.5%

2013-14 (current) = 33.3% (+15.8)

2013-14 = 25.8% (goal met)

2014-15 = 39.8%

2015-16 = 46.3%

2016-17 = 52.8%

MEAP Reading (4th grade)

2012-13 = 56.7%

2013-14 (current) = 66.0% (+9.3)

2013-14 = 68.4% (goal met)

2014-15 = 70.8%

2015-16 = 73.2%

2016-17 = 75.6%

MEAP Math (5th grade)

2012-13 = 13.0%

2013-14 (current) = 36.2% (+23.2)

2013-14 = 30.6% (goal met)

2014-15 = 42.3%

2015-16 = 48.4%

2016-17 = 54.5%

MEAP Reading (5th grade)

2012-13 = 54.7%

2013-14 (current) = 64.4% (+9.7)

2013-14 = 57.8% (goal met)

2014-15 = 67.0%

2015-16 = 69.6%

2016-17 = 72.2%

MEAP Math (6th grade)

2012-13 = 18.0%

2013-14 (current) = 40.0% (+22.0)

2013-14 = 34.6% (goal met)

2014-15 = 45.6%

2015-16 = 51.2%

2016-17 = 62.4%

MEAP Reading (6th grade)

2012-13 = 52.0%

2013-14 (current) = 74.2% (+22.2)

2013-14 = 43.4% (goal met)

2014-15 = 75.6%

2015-16 = 77.0%

2016-17 = 78.4%

MEAP Writing (4th grade)

2012-13 = 22.6%

2013-14 (current) = 42.0% (+19.4)

2013-14 = 32.2% (goal met)

2014-15 = 47.4%

2015-16 = 52.8%

2016-17 = 58.2%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the Intervention model and the preparation of the application. **Maximum length 1 page**

KES, in conjunction with RCS, involved all relevant stakeholders (e.g., district administration, RCS Board of Education, union leadership, teachers, parents, community leaders, business leaders, etc.) regarding the district's application and implementation of KES's transformation plan. Below is a summary of how this process was carried out:

- On Tuesday, August 20, 2013, the Michigan Department of Education (MDE) notified Roseville Community Schools that Kment Elementary Schools was in the lowest achieving five percent of schools on the Top-to-Bottom list, consequently being identified by the state as a Priority School. Upon this notification, the district's first meeting with stakeholders was held in Lansing, MI on August 22, 2013 (e.g., President of the RCS Board of Education, Superintendent, Assistant Superintendent of Instruction, Director of Curriculum, several KES staff members, MISD School Improvement Facilitator, principals, and an MSU K-12 Outreach Intervention Specialist); meeting announcements and agendas provide evidence of these meetings.
- Shortly after the abovementioned meeting in Lansing, MI, RCS assigned several district representatives (Mike LaFeve, Assistant Superintendent of Instruction and Mark Blaszkowski, Director of Curriculum) to be part of the District Support Team (DST). This team was formed with other stakeholders (i.e., RCS Board of Education members, KES staff members, new principal, parents, etc.) to provide support in identifying KES's reform plan, writing the Transformation, and upon SSR/RO approval, will assist in implementing the plan. The DST assisted KES in establishing its own School Support Team (SST).
- After consulting with all relevant stakeholders, RCS letter was drafted and disseminated to all parents of students enrolled at KES in late August 2013. The letter was also sent to parents of those students enrolled during the 2012-13 school year and those anticipated to be enrolled in KES for the 2013-14 school year. In the letter, the district included reasons for its identification and the school's and district's plans to improve student achievement. This letter has been uploaded into MEGS+ and is on file at the district's administration building.
- Within 90 days (November 25, 2013) and after consulting with all relevant stakeholders, the RCS School Board of Education and Superintendent directed KES to submit a redesign plan to the State School Reform/Redesign Office (SSR/RO). The redesign plan chosen by the district was the transformation intervention model. This model included amendments to the collective bargaining agreement that were necessary to implement the intervention model as specified by statute in MCL 380.1280c, Section 8. RCS also set-aside 20% of its Title I allocation to support KES and their pre-implementation activities.
- All relevant stakeholders worked with Dr. Noni Miller, MSU-assigned Intervention Specialist, to conduct a district-level professional Data-Driven Dialogues (DDD) about the system changes required to support KES in rapid changes identified as necessary in building-level DDDs. Meeting notes that attest to Dr. Miller's involvement are on file at the district's administration building.
- Finally, quarterly reports are presented by Dr. Wightman, Principal of KES, to the RCS Board of Education. This is done in open session, giving parents and community member's information on the school's progress and providing them an opportunity for input; copies of each quarterly report has been uploaded into MEGS+ and are on file at KES.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. **Maximum length 1 page**

The transformation plan of KES was designed to institute a sustainable framework and build upon teacher/leader capacity so that the important work of school improvement can continue once SIG funding ends. The success of KES's three "Big Ideas" will provide a firm foundation for rapid and significant improvement of student achievement. This is predicated upon three components:

1. increasing academic rigor, while aligning curriculum to Common Core State Standards (CCSS);
2. effectively use data to monitor, inform and select research-based instructional practices/strategies and materials; and
3. implementing an academic and behavioral multi-tiered system of supports for students.

Sustainability will be ensured through Data-Driven Dialogues facilitated by KES staff members, student achievement results, classroom walkthroughs, teacher evaluations, surveys, etc. Furthermore, classroom instruction will employ research-based strategies that actively engage KES students through challenging lessons that are supported with the effective use of technology. New staff members will be mentored and supported to employ these strategies and practices by KES teacher trainers.

The following SIG III funding resources will be either sustained or not sustained by KES staff after the funding period ends:

Extended day: There are no costs related to the extended school day at KES that would cause this practice to be discontinued. Moreover, KES's summer extended school year is not funded by SIG and will continue to be funded through Title I funds.

Materials: All materials and supplies will be identified by KES staff based upon needs. Funding will be through Title I, Section 31a, and RCS's general fund.

Personnel: The SIG Coordinator position will be no longer necessary. Based upon identified needs, KES staff will determine whether to continue to fund SIG III funded positions (i.e., Family Liaison, Data Coach, Social Worker, Interventionists, Reading Recovery teachers, etc.). If any positions need to be sustained, they will be funded through a combination of local, state, and federal funds (i.e., Title I, Part A, Title II, Part A, Section 31a, general funds, etc.).

Professional Development: There will be a limited need to contract with external partners. PD will be determined by KES staff surveys and review of student achievement data. This PD, in partnership with the MISD, will be sustained through general funds, Title I and II, Part A. Teacher trainers will provide professional development for new staff members.

Technology: Maintenance, replacement, software, and licenses for technology tools will be funded through a combination of local, state, and federal funds (i.e., Title I, Part A, Title II, Part A, Section 31a, general funds, etc.).

12. State Reform Plan

Attach approved State Reform Plan **(DO NOT insert here, upload as a separate file)**

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention. **Only select the model that aligns to the approved SRO Plan.**

- Attachment A – Transformation
- Attachment B – Turnaround
- Attachment C – Restart

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2014-15. Complete budgets for each building together with narratives must be entered into the MEGS+ system.

Budget:

RCS/KES SIG III BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Kment Elementary School	\$ 322,601	\$2,000,000	\$1,250,000	\$1,250,000	\$4,822,601
RCS-level Activities	\$ 64,522		\$70,974	\$78,071	\$213,567
Total Budget	\$2,387,123		\$1,320,974	\$1,328,071	\$5,036,168

Budget Narrative:

Personnel, Rationale, Estimated Costs	Year 1	Year 2	Year 3	Total
SIG Coordinator: (0.4) part-time person will manage implementation records, scheduling, purchases, calendars, and file all necessary reports. Average salary = \$15,000	\$15,000	\$15,000	\$15,000	\$45,000
Family Liaison: (1) full-time person will increase parent involvement through expanded communication and offerings, expand partnerships, and follow up on student attendance issues. Average salary = \$21,789	\$21,789	\$21,789	\$21,789	\$65,367
Data Coach: (1) certified, full-time person will assist teachers and leaders to use data for instructional planning (ILCs, data teams, Data-Driven Dialogues, Etc.) while maintaining KES's data wall and schoolwide records of progress. Average salary = \$37,000	\$37,000	\$37,000	\$37,000	\$111,000
Social Worker: (.6) certified person will support mental health services by working with individual and small groups of children struggling with social/emotional issues. Average salary = \$48,000	\$48,000	\$48,000	\$48,000	\$144,000
Interventionists: (5) certified, full-time persons will provide personalized support for students struggling to master reading/math skills. Average salary is \$17,400/each	\$87,000	\$87,000	\$87,000	\$261,000
Reading Recovery teachers: (1.5) 3 half-time, certified teachers will provide individualized support for K-1 students applying Reading Recovery strategies. Average salary is \$40,119/each	\$120,357	\$120,357	\$120,357	\$361,071
Technology Para Educators: 2 full-time, certified persons will train and assist teachers to implement technology with fidelity, keep technology tools in working order, and schedule equitable use of all tools. Average salary is \$21,789/each	\$43,578	\$43,578	\$43,578	\$130,734
Instructional Specialists: 2 full-time, certified teachers will provide job-embedded classroom instructional support. Average salary is \$80,238	\$160,476	\$160,476	\$160,476	\$481,428

Achievement bonuses	\$74,500	\$74,500	\$74,500	\$223,500
Total Personnel	\$607,700	\$607,700	\$607,700	\$1,823,100
Fringe Benefits Benefit figures, based on district average, are used below:	Year 1	Year 2	Year 3	Total
SIG Coordinator: average benefits computed at 22%	\$4,298	\$4,298	\$4,298	\$12,894
Family Liaison: average benefits computed at 29%	\$8,715	\$8,715	\$8,715	\$26,145
Data Coach: average benefits computed at 43%	\$27,879	\$27,879	\$27,879	\$83,637
Social Worker: average benefits computed at 29%	\$19,896	\$19,896	\$19,896	\$59,688
Interventionists: average benefits computed at 28%	\$33,060	\$33,060	\$33,060	\$99,180
Reading Recovery teachers: average benefits computed at 27%	\$69,105	\$69,105	\$69,105	\$207,315
Technology Para Educators: average benefits computed at 51%	\$44,468	\$44,468	\$44,468	\$133,404
Instructional Specialists: average benefits computed at 27%	\$92,104	\$92,104	\$92,104	\$276,312
Achievement bonuses benefits computed at 38%	\$28,310	\$28,310	\$28,310	\$84,930
Total Benefits	\$327,835	\$327,835	\$327,835	\$983,505
Purchased Services All external providers are vetted by MDE. Anticipated costs are based on industry averages and are considered usual and necessary.	Year 1	Year 2	Year 3	Total
Pearson Learning Teams (SIM) will provide comprehensive external partner support that will include a total of 40 onsite days	\$75,000	\$50,000	\$50,000	\$175,000
Review360® (multi-year license) will provide web based system for monitoring student behavior and personalized PD for teachers	\$35,300	\$0	\$0	\$35,300
Project SEED, Inc. will provide supplemental math instruction for grades 3-6 (Tier II math intervention)	\$78,000	\$78,000	\$78,000	\$234,000
Leadership coaching support for principal: administrative coaching support for the principal and leadership team	\$15,600	\$5,200	\$5,200	\$26,000
McGraw-Hill School Education Group (job-embedded PL)	\$7,500	\$3,525	\$3,525	\$14,550
The Christopher and Virginia Sower Center for Successful Schools (job-embedded PL for academics, social/emotional: Tier II & III)	\$2,500	\$2,500	\$2,500	\$7,500
Total Purchased Services	\$213,900	\$139,225	\$139,225	\$492,350
Supplies and Materials (Anticipated costs are based on industry averages and are considered usual and necessary)	Year 1	Year 2	Year 3	Total
SuccessMaker 6.0 multi-year licenses for supplemental reading and math instruction (Tier II intervention) 64 licenses @ \$1,867	\$119,480	\$0	\$0	\$119,480
Complete dual-touch interactive board systems (22 units @ \$10,242)	\$225,321	\$0	\$0	\$225,321
Computers (desktops) to expand student access to technology (80 @ \$1,368)	\$54,720	\$54,720	\$0	\$109,440
Computers (laptops) to expand student access to technology in school (96 @ \$1,014)	\$20,280	\$20,280	\$56,784	\$97,344
Tablets to provide K-5 school-to-home technology (570 @ \$598)	\$269,100	\$29,900	\$41,860	\$340,860
Wireless routers for wireless access points for individual classrooms (3 @ \$250)	\$250	\$250	\$250	\$750
Student response systems for student engagement; guided practice (3 @ \$1,500)	\$1,500	\$1,500	\$1,500	\$4,500
Horizons (Fast Track C-D) grade 3 Tier II reading program	\$3,250	\$0	\$0	\$3,250
"Being a Writer" materials to enhance students' writing skills (grades K-5)	\$7,506	\$0	\$0	\$7,506
Imagine It! Reading materials for supplemental reading	\$3,250	\$0	\$0	\$3,250

(grades 4-5)				
TIME for Kids! For supplemental reading (expository text) 450 @ \$4.01	\$1,805	\$1,805	\$1,805	\$5,415
K-5 software interventions supplemental software programs for Tier II and III	\$1,000	\$1,000	\$3,366	\$5,366
Professional books, DVDs, supplies, etc. for professional learning	\$1,653	\$1,250	\$2,250	\$5,153
Computer/tablet accessories for successful integration of technology into classrooms	\$26,100	\$0	\$0	\$26,100
AppleTV multimedia devices (22 @ \$100)	\$2,200	\$0	\$0	\$2,200
iPods multimedia devices with cases (40 @ \$299)	\$0	\$4,485	\$7,475	\$11,960
digital cameras (10 @ \$100)	\$500	\$300	\$200	\$1,000
Document cameras (22 @ \$775)	\$17,050	\$0	\$0	\$17,050
Total Supplies and Materials	\$754,965	\$115,490	\$115,490	\$985,945
Indirect Costs (4.78%)	\$95,600	\$59,750	\$59,750	\$215,100
Total	\$2,000,000	\$1,250,000	1,250,000	4,500,000

Section D.

Baseline Data Requirements

The MDE is required to send this information to the United States Department of Education (USED) on a yearly basis.

USED Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	66,990
Dropout rate (Numeric %)	N/A
Number of Disciplinary Incidents	56 suspensions
Number of Students Involved in Disciplinary Incidents	42
Increased Learning Time	+9,870 min./year (or +164.5 hrs./yr.)

ILT - Longer School Year	N/A
ILT - Longer School Day	+20 min./day for 174 days (+3,480 min. or +58 hrs./year)
ILT - Before or After School	Wildcat KIDS! after school learning program (26 weeks, 4 days/week, 45 min./day = +4,680 min. or +78 hrs.)
ILT - Summer School	KES Summer Learning Program (6 weeks, 4 days/week, 3 hrs./day)
ILT - Weekend School	N/A
ILT - Other	N/A
Student attendance rate (Numeric %)	93%
Advanced Coursework	N/A
Dual Enrollment Classes	N/A
Advanced Coursework and Dual Enrollment Classes	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
High School Graduation Rate	N/A
College Enrollment Rates (Numeric %)	N/A

Truants (Numeric)	3
Teacher Attendance Rate	95.7%
Highly Effective Teachers (Numeric %)	0%
Effective Teachers (Numeric %)	100%
Minimally Effective Teachers (Numeric %)	0%
Ineffective Teachers (Numeric %)	0%
Explanation of other types of increased learning	N/A

Fiscal Information

The MDE has asked for a waiver of section 421(b) of General Education Provisions Act to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Line item budgets must be submitted for school years 2014-2015, 2015-2016, and 2016-2017.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four intervention models at the school.

Select only 1 Model

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how each required element will be implemented.

1. Replace the Principal (Implemented)

Dr. Shawn K. Wightman was appointed as the new Principal for Kment Elementary in August, 2013. The Roseville Community Schools Central Administration and Board of Education carefully considered the turnaround competencies during the Principal selection process of John R. Kment Elementary. He also meets all five of the turnaround competencies (see Transformation Redesign Diagnostic, pp. 5-6).

Dr. Wightman has demonstrated the ability to focus on early wins as is evident in the increased 2013-14 MEAP scores for reading, writing, and math by all grade levels during his first year at KES. He is a strong transformational leader and is responsible for the academic success of Patton Elementary, a Roseville elementary school with similar demographics and achievement deficits. Despite a high concentration of economically disadvantaged students, Patton was rated in the top one hundred schools in the state by the Mackinac Center, using their Context and Performance Report Card (July, 2013). Dr. Wightman also served as assistant principal at Eastland Middle School, a SIG II school that has made impressive gains in academic achievement.

2. Include student data in teacher/leader evaluation (Implemented)

As explained in KES's Transformation Redesign Diagnostic (pp. 6-8), KES teacher and Principal evaluations have been strengthened through the following:

- For the 2014-15 school year, at least 40% of the teacher's and principal's annual year end evaluation shall be based on student growth and assessment data.
- For the 2015-16 school year and beyond, at least 50% of the teacher's and principal's annual year end evaluation shall be based on student growth and assessment data.

3. Evaluations that are designed with teacher/Principal involvement (Implemented)

A committee of Roseville Community Schools' (RCS) teachers, Roseville Federation of Teachers' (RFT) union representatives, and school/district administrators met regularly to create and revise a formal teacher/leader evaluation process (see Transformation Redesign Diagnostic, pp. 6-8). The evaluation system is based on Charlotte Danielson's Framework for Teaching and utilizes a master rubric assessing Danielson's four domains of teacher professional practice. A fifth domain measuring student growth has also been added. The program includes a packet of forms that record the administrator's observation and assessment, input from teachers/leaders, IDP, etc. District administrators were trained in the use of the format. In turn, building Principals introduced the new evaluation process to their teachers. The Roseville Federation of Teachers and the Roseville Community Schools attest that the new teacher evaluation instrument was designed collaboratively and meets the requirements of MCL 380.1249 and MCL 380.1250, and complies with the parameters established in the transformation plan of John R. Kment Elementary School. In February of 2013, RCS published the final version of the teacher evaluation instrument, which moderately draws from Charlotte Danielson's Framework for Teaching and utilizes a master rubric assessing Danielson's four domains of teacher/leader professional practice.

4. Remove leaders/staff that have not increased achievement **(Implemented)**

Dr. Wightman has discussed and received approval from central administrators for the process of dismissing staff from KES. The district's teacher/leader evaluation rubric will be used to evaluate all instructional staff at Kment Elementary School. This evaluation tool includes student growth as the primary domain for being rated "Effective." KES will weight student growth as 50% of the evaluation by 2015-2016, as recommended by the Michigan Council for Educator Effectiveness (MCEE). Multiple classroom walkthroughs and observations will be conducted by school/district administrators. Staff members that do not meet the necessary requirements to be rated effective in any domain will be provided:

- Professional development opportunities to remedy weaknesses (i.e., instructional delivery, classroom management, knowledge of content, knowledge of curriculum, knowledge of students, etc.)
- Multiple opportunities to improve professional practice
- Feedback from the administrator (e.g., classroom walkthroughs, formal observations, conferences, etc.)

If the teacher does not make sufficient progress, he or she will be recommended for removal from KES and possibly the district (see Transformation Redesign Diagnostic, p. 11). In the event that a vacancy occurs, the Principal and school interview team will interview all potential candidates and select the best applicant for the position. District administration and Dr. Wightman will make the final decision on all candidate selections and determine the salary schedule/benefit package.

5. Provide on-going job-embedded staff development **(Partially Implemented)**

KES will provide all staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program (see Transformation Redesign Diagnostic, pp. 12-17). These trainings were designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. These trainings also reflect the "Big Ideas" of KES and offer repeated opportunities with a common focus, are high quality, job-embedded (e.g., integrated into the workday), aligned to the instructional program, and include a process for assessing the impact on instructional practices (e.g., McREL Power Walkthroughs, monthly administrative reports, teacher evaluations, etc.).

Teachers will receive a minimum of eight hours of PD each month and classroom application of this PD will be closely monitored through Power Walkthroughs. Coaching from Literacy and Math Specialists as part of SIM will provide individualized support to foster PD application with fidelity.

The ongoing training will expand the extensive PD received during the SY 2013-2014. In order to bring together the trainings that address multiple skills and concepts, a Schoolwide Institute will be held in August 2014 to provide a unifying foundation for comprehensive transformation. KES will kick off the 2014-15 school year with all staff and an external partner with a Schoolwide Institute to ensure shared vision for our transformation. The Schoolwide Institute provides face-to-face PD for the full school faculty led by external expert consultants. Dates for the Schoolwide Institute are established in consultation with the principal and district.

The Schoolwide Institute includes six core professional development workshops:

- A. Leadership Team Institute (1 day) for our expanded KLT
- B. Workgroup Facilitators Training (1 day) for teacher-leader workgroup facilitators
- C. Overview and Visioning Session (1/2 day) for entire faculty creating a shared vision for teaching and learning to support a culture of high achievement and engagement.

D. Instructional Focus Institute (1 day) for entire faculty providing a unifying focus for instruction and core constructs that support effective instruction supporting KES's Big Ideas:

- A regular classroom emphasis on academic language proficiency
- Establishing Independent learning competences
- Differentiated instructional practices including scaffolding practices
- Establishing learning routines and rituals

E. English Department Institute and Math Department Institute (½ day each) for K-2 and 3-6 teachers improving instructional rigor and laying the foundation for aligning curriculum and instruction to the CCSS for ELA and Math. A Foundation Unit provides a model of standards-aligned instruction and launches the work on creating aligned curriculum.

Ongoing PD occurs through the KLT is transmitted to the Workgroups, and is coached and monitored by Education Specialists who support Literacy, Math, and Leadership. Finally, monthly late start days will provide expanded time for professional learning.

6. Implement financial incentives or career growth or flexible work conditions (**Partially Implemented**)

As described in KES's Transformation Redesign Diagnostic (pp. 8-11), the RCS district has a process that rewards teachers for positively contributing to increased student achievement. For instance, these teachers are recognized and celebrated through monthly and weekly newsletters, Board of Education Meetings, the RCS Perfect Attendance Luncheon as well as letters of acknowledgement, and gift certificates (as donations are available). The district has also implemented an annual outstanding teacher award program that recognizes talented, dedicated educators at the elementary, middle school and high school levels. Winners at the district level are entered as candidates for the MISD and state levels.

The district provides a variety of leadership and coaching opportunities that aid in teacher retention. For example, participation in numerous committees (e.g., RCS Marketing Committee, RCS Professional Development Committee, RCSSF Committee, etc.), involvement in school and district-wide events (Ed Knoll Band-o-Rama, Mock School Board Meetings, high school graduation, District-wide Math, Science and Technology Fair, etc.) and the opportunity to work with charities and organizations (Roseville Optimist Club, Roseville Community Schools Scholarship Foundation, etc.) in the community are made available for teacher leaders in RCS.

KES and RCS will continue to reward staff members for positively contributing to student achievement and implementing instructional programs with fidelity. If all Annual Measurable Objectives (AMO) targets in reading, writing, math, science and social studies are met on any given year, staff will be given a celebratory dinner within thirty days of MEAP scores being reported to the public and a yet to be determined student achievement financial bonus (to be determined by the district).

Finally, achievement bonuses will be awarded to all instructional/non-instructional staff and the principal every year the school moves up on the state's Top-to-Bottom list. The additional funding or bonus totals will be awarded as follows:

- Principal = \$4,000
- All full-time instructional staff = \$2,000
- All full-time non-instructional staff = \$500
- All part-time instructional staff = \$1,000
- All part-time non-instructional staff = \$250

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards **(Partially Implemented)**

KES used data to identify and implement its instructional program, which is based on research and aligned from one grade to the next, as well as with state academic standards (such as MEAP, MEAP-Access, MI-Access, AIMSweb, demographics, school processes, and perceptions data, Corrective Reading, SuccessMaker, Reading Mastery, Connecting Math Concepts, etc.). KES, in conjunction with RCS, selected an instructional program through a diagnostic process (Data-Driven Dialogues) that uses multiple data sources to understand "Priority School" designation and links the instructional program to data disaggregated by subject, grade and subgroups. The instruction program identifies and prioritizes underlying causes of low student performance and describes a three-year sequence for improving instruction in all content areas related to "Priority School" designation. KES's instructional program reflects three "Big Ideas," includes specific teaching and learning strategies for building-wide implementation and is based on research. Lastly, KES's instructional program identifies timelines, resources and staff responsible and is vertically and horizontally aligned from grade to grade (see Transformation Redesign Diagnostic, pp. 20-34).

The following is a subject specific description of how we used just one of those data sources (MEAP) to inform and implement KES's instructional plan for core subjects.

Mathematics: KES examined the data summarized in the table below and noted that proficiency dropped dramatically for grades 3, 4, and 6 and was at a five year low for grade 5 (2008-2013).

KES MEAP Trend - Mathematics ¹											
	Subgroup	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
		% Proficient	Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient	Number Tested
Grade 3	All Students	42.90%	28	24.30%	37	24.60%	65	21.00%	58	29.10%	55
	African Amer					25.00%	20	<10%	11	<10%	14
	White	52.40%	21	25.90%	27	23.80%	42	24.00%	37	40.00%	35
	Female	50.00%	10	23.50%	17	38.20%	34	26.00%	31	31.60%	19
	Male	38.90%	18	25.00%	20	<10%	31	15.00%	27	27.80%	36
	ED	40.00%	15	22.70%	22	21.30%	47	21.00%	42	24.30%	37
	NonED	46.20%	13	26.70%	15	33.30%	18	19.00%	16	38.90%	18
Grade 4	All Students	52.20%	46	22.20%	36	22.80%	57	11.00%	65	17.50%	63
	African Amer					28.60%	14	<10%	17	<10%	12
	White	60.50%	38	25.80%	31	20.90%	43	12.00%	43	19.50%	41
	Female	50.00%	20	25.00%	16	20.80%	24	15.00%	34	23.30%	30
	Male	63.90%	26	20.00%	20	24.20%	33	<10%	31	12.10%	33
	ED	40.00%	25	13.60%	22	21.40%	42	<10%	49	16.30%	49
	NonED	66.70%	21	35.70%	14	26.70%	15	25.00%	16	21.40%	14

¹ Some percentages may not add to 100% due to rounding

	SWD							<10%	12	<10%	14
Grade 5	All Students	13.30%	30	14.70%	68	35.30%	51	17.00%	71	13.00%	54
	African Amer			<10%	11			13.00%	16	10.00%	10
	White	19.10%	21	13.50%	52	38.50%	39	18.00%	51	10.30%	39
	Female	15.40%	13	11.80%	34	29.40%	17	17.00%	30	19.20%	26
	Male	11.80%	17	17.70%	34	38.20%	34	17.00%	41	<10%	28
	ED	14.30%	14	12.80%	47	27.00%	37	17.00%	58	14.30%	35
	NonED	12.50%	16	19.10%	21	57.10%	14	15.00%	13	10.50%	19
	SWD			<10%	25	<10%	10	<10%	14	<10%	12
Grade 6	All Students	51.50%	33	16.30%	43	16.70%	54	22.00%	32	18.00%	50
	African Amer			<10%	12	<10%	10				
	White	57.70%	26	25.00%	28	18.00%	39	21.00%	19	19.40%	36
	Female	45.00%	20	11.80%	17	12.50%	24	10.00%	10	19.00%	21
	Male	61.50%	13	19.20%	26	20.00%	30	27.00%	22	17.20%	29
	ED	50.00%	16	15.40%	26	13.50%	37	13.00%	23	18.90%	37
	NonED	52.90%	17	17.70%	17	23.50%	17			15.40%	13
	SWD			<10%	13	<10%	18	<10%	11	10.00%	10

Studying these data, we decided to implement Connecting Math Concepts and monitored student progress closely using SuccessMaker and AIMSweb during SY 2013-2014 and watched 2014 MEAP Math proficiency rise from 15% to 22%, depending on grade level! What's more, KES exceeded AMO targets at every grade level.

Reading: Reading proficiency vacillated from year to year, but girls consistently outperformed the boys. Achievement gaps between children of poverty and their peers narrowed except in grade 3. Students with disabilities were least likely to be proficient, as indicated in summarized data below:

KES MEAP Trend - Reading											
	Subgroup	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Report Category	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient	Number Tested
Grade 3	All Students	50.00%	28	62.20%	37	44.60%	65	55.00%	58	50.00%	54
	African Amer					55.00%	20	27.00%	11	42.90%	14
	White	61.90%	21	70.40%	27	40.50%	42	65.00%	37	52.90%	34
	Female	50.00%	10	76.50%	17	47.10%	34	68.00%	31	55.60%	18
	Male	50.00%	18	50.00%	20	41.90%	31	41.00%	27	47.20%	36
	ED	40.00%	15	63.60%	22	40.40%	47	55.00%	42	44.40%	36

	NonED	61.50%	13	60.00%	15	55.60%	18	56.00%	16	61.10%	18
	SWD	<10	<10			27.30%	11	18.00%	11	23.10%	13
Grade 4	All Students	60.90%	46	55.60%	36	49.10%	57	52.00%	63	56.70%	60
	African Amer					21.40%	14	65.00%	17	58.30%	12
	White	65.80%	38	58.10%	31	58.10%	43	46.00%	41	59.00%	39
	Female	70.00%	20	62.50%	16	62.50%	24	56.00%	34	58.60%	29
	Male	53.90%	26	50.00%	20	39.40%	33	48.00%	29	54.80%	31
	ED	40.00%	25	45.50%	22	47.60%	42	51.00%	47	56.50%	46
	NonED	85.70%	21	71.40%	14	53.30%	15	56.00%	16	57.10%	14
	SWD							30.00%	10	18.20%	11
Grade 5	All Students	40.00%	30	42.00%	69	47.10%	51	51.00%	69	54.70%	53
	African Amer			25.00%	12			44.00%	16	70.00%	10
	White	42.90%	21	46.20%	52	48.70%	39	55.00%	49	47.40%	38
	Female	53.90%	13	55.90%	34	52.90%	17	61.00%	28	65.40%	26
	Male	29.40%	17	28.60%	35	44.10%	34	44.00%	41	44.40%	27
	ED	42.90%	14	34.00%	47	40.50%	37	52.00%	56	47.10%	34
	NonED	37.50%	16	59.10%	22	64.30%	14	46.00%	13	68.40%	19
	SWD			<10%	25	<10%	10	<10%	12	27.30%	11
Grade 6	All Students	54.60%	33	44.20%	43	37.00%	54	33.00%	30	52.00%	50
	African Amer			<10%	12	30.00%	10				
	White	61.50%	26	57.10%	28	33.30%	39	39.00%	18	52.80%	36
	Female	55.00%	20	47.10%	17	50.00%	24	40.00%	10	75.00%	20
	Male	53.90%	13	42.30%	26	26.70%	30	30.00%	20	36.70%	30
	ED	50.00%	16	38.50%	26	32.40%	37	24.00%	21	51.40%	37
	NonED	58.80%	17	52.90%	17	47.10%	17			53.80%	13
	SWD			<10%	13	<10%	18			10.00%	10

This led KES to implement Reading Mastery and Corrective Reading for our Tier II & III learners and closely monitoring progress using SuccessMaker and AIMSweb. Again, proficiency rose at all grade levels from 8% to 22%. All AMO's were exceeded with the exception of Grade 3, who increased proficiency from 50% to 58.9% but failed to meet its target (61%).

Writing: Writing proficiency fell when compared to 2010-2011 performance. Less than a quarter of grade 4 students demonstrated proficiency. The gender achievement gap had widened and then closed. The achievement gap based on poverty issues had narrowed consistently over the last three years of testing, but African American students were woefully lacking proficiency.

KES MEAP Trend - Writing

	Subgroup	2010-2011		2011-2012		2012-2013	
		% Proficient	Number Tested	% Proficient	Number Tested	% Proficient	Number Tested
Grade 4	All Students	36.80%	57	19.00%	64	22.60%	62
	African Amer	28.60%	14	24.00%	17	<10%	13
	White	39.50%	43	14.00%	42	30.00%	40
	Female	41.70%	24	24.00%	34	30.00%	30
	Male	33.30%	33	13.00%	30	15.60%	32
	ED	31.00%	42	15.00%	48	22.90%	48
	NonED	53.30%	15	31.00%	16	21.40%	14
	SWD			<10%	11	<10%	13

KES staff members decided to provide Writing Tracker and Being a Writer PD for ELA teachers and 2013-2014 data reveal an increase of over 19% in proficiency, exceeding the target AMO by 10%. While the building achieved 42% proficiency, this is still less than half of KES students; there is more work to be done!

KES staff members decided the focus for 2013-2014 would be on literacy and math. PD was initiated from Classroom Instruction That Works (CITW). KES believes that focusing on building academic language across the curriculum and making sure teachers are spending the required time to teach the core content areas, will better prepare KES students.

Additionally, to address gender achievement gaps and gaps for students of poverty, it was recognized that providing technology that may be accessible in some, but not all, homes would bridge this equity issue. KES will provide PD on 21things4teachers (Using Technology with Classroom Instruction That Works) and students will have greatly expanded access to personal devices (tablets, iPods, Netbooks, computers) provided by SIG funding.

CURRICULUM ALIGNMENT: In order to ensure significant student growth, KES will align a rigorous instructional program to state and national standards. This will be accomplished through the use of Surveys of Enacted Curriculum (SEC), a web-based tool that provides teachers with consistent data on current instructional practices and the content actually being taught in their classrooms. The SEC's comprehensive data analysis and reporting tools help staff to:

- Vertically/horizontally align classroom instruction with state and national standards and assessments
- Measure indicators of instruction and their relationship to student achievement
- Analyze instructional practices and teacher preparation
- Develop a needs assessment in low performance areas
- Plan/evaluate staff development initiatives.

Collaboration will be accomplished as grade level Instructional Workgroups use these data to design lessons, assessments, and performance tasks that align to standards.

SEC data will reveal: The amount of time teachers spend on specific activities by grade level (horizontal alignment) and school (vertical alignment); a breakdown of the amount of time teachers spent instructing on different strands of a content standard; and the relationship between time and depth of instruction on strands within a standard compared to the standards measured on a benchmark assessment. SEC data feedback will also guide staff to better allocate their instructional time for a given standard and to clarify exactly what content within the standard demands additional instructional focus, thus serving as a catalyst for collegial conversations (Data-Driven Dialogues) about instructional change and reflective practice in instructional workgroups.

8. Promote continuous use of student data to inform instruction and meet individual needs of students
(Partially Implemented)

KES will promote the continuous use of individual student data (formative, interim, and summative) through the establishment of a schoolwide data teams process in juxtaposition with "Balanced Assessment Practices - Supporting Instructional Practices and Learning Cycles," which was initiated in 2013-14 and will continue beyond the implementation of the redesign plan (see Transformation Redesign Diagnostic, pp. 34-37).

Expanding SuccessMaker and AIMSweb licensing will provide timely data for teachers to use in Instructional Workgroups as they build lessons and performance tasks aligned to CCSS and state standards. KES's Data Coach will be on hand to support teachers to move from "data gatherers" to "data users."

KES will implement a Multi-Tiered System of Supports (MTSS), one of its "Big Ideas." MTSS is a research-based framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on:

1. Providing high quality instruction and interventions matched to students' needs
2. Monitoring progress frequently to make decisions about changes in instruction or goals and allocate resources to improve student learning
3. Supporting staff implementation of effective practices

In order to address the cultural/behavioral domains of the MTSS and comply with current state requirements, all KES staff members will be trained in Positive Behavioral Interventions & Supports (PBIS), a high quality, job-embedded PD training aligned with the school's comprehensive instructional program. PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based practices for improving important academic and behavior outcomes for all students. Additional staff training in Howard Glasser's Nurtured Heart Approach and Restorative Practices will be offered to enrich the KES PBIS program. The Nurtured Heart Approach is a set of strategies that builds richer relationships. It inspires appropriate behaviors by energizing children when things are "doing right" and it sets clear limits. By implementing this simple framework, KES hopes to achieve: higher test scores, peaceful classroom environment, less office referrals, and improved social skills. Instructional staff and the Principal will be trained during the 2015-16 academic year and provided support by an external consultant.

Both Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS) are grounded in practices that focus on establishing proactive systems to improve the quality of instruction and create appropriate behavioral supports and interventions for all students. KES will implement Review360® Complete RtI/PBIS Implementation Package to support these problem-solving models that aim to identify and address problem behavior through the combination of multi-tiered content, implementation support materials, and tiered data. A Literacy Specialist, Math Specialist, and Leadership Coach will monitor and support the implementation of MTSS in ALL classrooms.

Review360® will help us monitor data regarding social, emotional and behavior issues, plus provide personalized professional development supporting these areas.

9. Provide increased learning time **(Partially Implemented)**

- a. Extended learning time for all students in the core areas
- b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education
- c. Teachers to collaborate, plan and engage in professional development

9a. Extended learning time for students will change both the **school day** and **school year**. Beginning in the 2014-15 academic year, additional learning time will be provided through a 20 minute longer school day, thus creating an additional 100 minutes of increased learning time each week for core areas of instruction. This additional learning time will be added to the schedule/school day throughout the duration of the transformation plan. The school year will be extended in order to reduce or prevent summer learning loss. Students may elect to participate in either a half-day or full day six week program that will support core subjects.

9b. Enrichment activities that contribute to a well-rounded education include art, music, technology and physical education (45 minutes each per week). In addition, all 6th grade students receive instruction in a world language (French).

9c. Extended learning time for KES staff will change both the school day and school year. RCS will increase time for professional learning for all KES staff through weekly common planning times that be mandated for Instructional Workgroup collaboration. Monthly late start for students will allow teachers to participate in ongoing PD to learn more about effective instructional strategies, analyze data, develop formative and summative assessments, and input data into warehousing systems (i.e., 2Inform, DataDirector, PowerTeacher, PowerSchool, AIMSweb, etc.). Additional PD days/hours, above and beyond the required five days as described by the Michigan School Code (Section 1527), will be required and mandatory for all staff. These mandatory PD trainings will be considered a part of the regular work year. Finally, teachers will receive professional learning time that will exceed the monthly minimum of 8 hours required. They will also be compensated for attending the summer Schoolwide Institute.

10. Provide ongoing mechanisms for family and community engagement (**Partially Implemented**)

KES will expand upon its programs, activities and procedures which educate, expose, encourage and support parental involvement (see Transformation Redesign Diagnostic, pp. 39-40). Parental engagement activities will be planned and implemented with meaningful consultation with parents. KES will endeavor to provide information, workshops and instruction in the parents' native language. Parents will be informed of school activities through a variety of venues. Newsletters, teacher notes, parent-teacher conferences, phone calls, and e-mail will be used to establish two-way home-school communication. Parents will be encouraged to attend meetings where the Parent and Family Engagement Policy and school-parent learning compacts are discussed and revised.

The newly hired Family Liaison will provide personal outreach to families of students who are frequently tardy or absent. Showing a personal interest in health and family circumstances will build understanding between the home and school while supporting improved attendance. The Family Liaison will also provide workshops and training for small groups of parents on a range of identified topics, including the importance of parent involvement to increase student achievement/behavior.

KES will continue to encourage community partnerships. During SY 2013-2014, the following partnerships were formed:

- Roseville Kiwanis Club (3rd grade Dictionary Program)
- Roseville Optimist Club (Youth Appreciation Night for good citizenship and Safety Patrol Awards Assembly)
- Louie's Pizza (free pizza cards to use as incentives for academics and positive behavior)
- Roseville Fire and Police Departments (career awareness); Roseville Public Library (Summer Reading Program)
- CARE: Community Assessment Referral and Education (family agency)
- Recreation Authority of Roseville and Eastpointe (youth athletics)

These partnerships will be expanded based upon identified needs. KES will continue to recognize community partners through appreciation certificates/letters, marquee postings, school newsletters, and school board meetings.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates **(Implemented)**

RCS has assured the Michigan Department of Education that under the current collective bargaining agreements, board policies, and operating procedures that KES has the operational flexibility authority and autonomy to implement all redesign plan requirements as written (e.g., staffing, calendars, time, budgeting, etc.).

KES also has a Memorandum of Understanding (MOU) outlining the requirements of Section 8a of MCL 380.12080c and an executed addendum to the district's applicable collective bargaining agreements, which includes all the following elements required by Section 8 of the MCL 380.1280c:

- (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at KES. This subdivision does not allow unilateral changes in pay scales or benefits.
- (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at KES. This subdivision does not allow unilateral changes in pay scales or benefits.

RCS will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The district understands that if it fails to not make satisfactory progress on the plan's implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for KES one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization **(Implemented)**

RCS is aware of the depth of support necessary for successful transformation as two middle schools were named to the state's Priority School list in the spring of 2010, have received SIG funding, and are making significant progress. The district is familiar with the state monitoring process. These schools were also audited by the state and received favorable comments on both their program and financial audits. The district has designated Mike LaFeve, Assistant Superintendent of Roseville Community Schools, as the district representative responsible for monitoring and supporting the school.

RCS ensures that KES will receive ongoing, intensive technical assistance (see Transformation Redesign Diagnostic, pp. 41-43) and related support from the district, MISD, Michigan Department of Education, or other designated external providers or organizations (such as McGraw-Hill School Education Group, Project SEED, Inc., The Christopher and Virginia Sower Center for Successful Schools, SEC, Balanced Assessment Practices - Supporting Instructional Practices and Learning Cycles, CITW, PBIS, etc.).

Finally, Pearson Learning Teams has been named as External Partner for KES, providing comprehensive support and establishing organizational frameworks that have successfully transformed schools, moving them off of Priority School lists in multiple states.

The following items are permissible elements of the transformation model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.

1. Provide additional funding to attract and retain staff.

In order to attract and retain staff at KES, achievement incentives will be provided to KES staff during the implementation of the SIG III grant. This funding will equate to an achievement bonus, which will be awarded to all instructional/non-instructional staff and the Principal every year the school moves up from the state's Top-to-Bottom list. The additional funding or bonus totals will be awarded as follows:

- Principal = \$4,000
- All full-time instructional staff = \$2,000
- All full-time non-instructional staff = \$500
- All part-time instructional staff = \$1,000
- All part-time non-instructional staff = \$250

These awards will be granted to each staff member sometime after the Michigan Department of Education (MDE) releases its Top-to-Bottom list to the public. In the event that KES does not increase its position on the state's Top-to-Bottom list, all achievement bonus funding will be redirected to provide additional research-based professional development trainings or purchase supplemental instructional materials and technology (e.g., iPads, software, laptops, etc.) for staff/students to use "any time, anywhere, and any place."

2. Institute a system for measuring changes in instructional practices that result from professional development.

In order to appropriately monitor/assess the effects of KES's curriculum/instructional programs on student achievement, the use of strategies, and fidelity of implementation, Mid-Continental Research in Education Labs (McREL) "Power Walkthrough" will be initiated. This high quality professional development and accompanying software help to turn classroom walkthroughs into meaningful opportunities for coaching teachers to higher levels of performance and guiding staff professional development and development of school improvement initiatives. The Power Walkthrough protocol is job-embedded, designed to help school leaders gain a practical understanding of the CITW strategies, how they improve student learning, and how to identify their use in the classroom.

Teacher leaders and the principal were trained during the 2013-14 school year. This training will be extended to other instructional staff members in subsequent years. This training will be provided by Macomb Intermediate School District (MISD) consultants.

Classroom management issues will be supported through classroom-identified needs that are monitored by Review360®. Review360® has demonstrated efficacy in reducing discipline incidences that result in referral to the office, suspensions, and expulsions in both general and special education settings. The monitoring component will allow KES to measure and monitor change to instructional practices that will decrease disruption to instruction thereby increasing learning time.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and Principal, regardless of seniority.

KES is not required to accept a teacher into the building without the mutual consent of school staff and principal, regardless of seniority.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

In order to ensure rapid, significant student growth, KES will align its rigorous instructional program to state and national standards. This will be accomplished through the use of Surveys of Enacted Curriculum (SEC), a web-based tool that provides mathematics, science, and English language arts teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms. Survey results are presented in clear and accessible charts and graphs to facilitate data analysis and discussion.

SEC's comprehensive data analysis and reporting tools help KES staff to:

- Vertically/horizontally align classroom instruction with state and national standards and assessments
- Measure indicators of instruction and their relationship to student achievement
- Analyze instructional practices and teacher preparation
- Develop a needs assessment in low performance areas
- Plan/evaluate staff development initiatives

SEC data will also reveal:

- Amount of time teachers spend on specific activities by grade level (horizontal alignment) and school (vertical alignment)
- Amount of time teachers spent instructing on different strands of a content standard
- Relationship between time and depth of instruction on strands within a standard compared to the standards measured on a benchmark assessment

SEC data feedback will guide staff to better allocate their instructional time for a given standard and to clarify exactly what content within the standard demands additional instructional focus, thus serving as a catalyst for collegial conversations (Data-Driven Dialogues) about instructional change and reflective practice (see Transformation Redesign Diagnostic, pp. 28-29).

Specialists will be onsite and the Power Walkthroughs will support ongoing monitoring of curriculum implementation.

5. Implement a schoolwide Multi-Tiered System of Supports model.

KES will implement a schoolwide Multi-Tiered System of Supports (MTSS) that will focus on:

- Providing high quality instruction and interventions matched to students' needs (RtI);
- Monitoring progress frequently to make decisions about changes in instruction or goals and allocate resources to improve student learning (such as, MEAP, AIMSweb, DataDirector, 2Inform, Reading Mastery, Corrective Reading, Connecting Math Concepts, etc.); and
- Supporting staff implementation of effective practices (i.e., McREL Power Walkthroughs, monthly administrative reports, schedule, professional development, PLCs, ILCs, etc.).

In order to address the cultural/behavioral domains of the MTSS, all KES staff members will be trained in Positive Behavioral Interventions and Supports (PBIS), a high quality, job-embedded professional development training aligned with the school's comprehensive instructional program. PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based

practices for improving important academic and behavior outcomes for all students. Additional staff training in Howard Glasser's Nurtured Heart Approach and Restorative Practices will be done to enrich KES's PBIS program. Each intervention has a set of strategies that builds richer relationships. They also inspire appropriate behaviors by energizing children when things are "going right" and setting clear limits. By implementing these straightforward frameworks, phenomenal results follow: peaceful classroom environments, less office referrals, higher test scores and improved social skills.

Data on behavioral domains will be captured and reported by Review360®, which will also provide personalized PD for teachers on social/emotional/behavioral topics.

6. Provide professional development to teachers/Principals on strategies to support students in least restrictive environment and English Language Learners.

All KES staff will participate in all transformation PD and improve strategies that better support students in least restrictive environment and English Language Learners.

7. Use and integrate technology-based interventions.

KES will integrate technology (anytime, anywhere, and anyplace) into its curriculum. Students will use technology in the classroom and extend their learning time by using the devices at home (e.g., tablets, laptops, etc.). Staff will also be provided PD on how to incorporate technology into classroom instruction (i.e., Digital Storytelling, SuccessMaker, interactive whiteboards, student response systems, 21things4teachers, Using Technology with Classroom Instruction that Works, etc.).

8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.

9. Provide summer transition programs or freshman academies.

KES provides summer transition programs for new kindergarten students (e.g., Kindergarten Information Night, Kindergarten Snapshot, Kindergarten Day Camp, Kindergarten Round-up, Kindergarten Breakfast, etc.).

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

11. Establish early warning systems to identify students who may be at risk of failure.

KES, in cooperation with the MISD, are in the process of developing an Early Warning Tool: a tool that enables schools and districts to identify students in grades K-12 who may be at risk for academic failure and to monitor these students' responses to interventions. This Early Warning Tool tracks student grades, attendance, behavior, and credits toward graduation. The intended purpose is to support students who have an increased risk of academic failure, in order to get them back on track for academic success and eventual graduation. Within PowerSchool, the Early Warning Tool integrates information coming from multiple sources (e.g., attendance, behavior, grades, and credits) into an analytic tool that allows teachers and administrators to obtain real-time, comprehensive information regarding the strengths, needs, and current status of a student.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

14. Implementing approaches to improve school climate, culture, and discipline.

In order to improve school climate, culture, and discipline, all KES staff members will be trained in Positive Behavioral Interventions and Supports (PBIS), a high quality, job-embedded professional development training aligned with the school's comprehensive instructional program. PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based practices for improving important academic and behavior outcomes for all students. Additional staff training in Howard Glasser's Nurtured Heart Approach and Restorative Practices will be done to enrich KES's PBIS program. Each intervention has a set of strategies that builds richer relationships. They also inspire appropriate behaviors by energizing children when things are "going right" and setting clear limits. By implementing these straightforward frameworks, phenomenal results follow: peaceful classroom environments, less office referrals, higher test scores and improved social skills.

Review360® will help KES manage and analyze data regarding school climate, culture, and discipline and provide personalized PD modules that teachers can access anywhere/any time. Improved classroom management will result to more time for learning as disruption to instruction decreases.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

KES offers a full-day kindergarten program.

16. Allow the school to be run under a new governance arrangement.

17. Implement a per-pupil, school-based budget formula weighted based on student needs.